

# Academic Performance Audit for Required Action Districts

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Soap Lake Middle and High School  
Soap Lake School District  
April 23<sup>rd</sup> and 24<sup>th</sup>, 2014 - **DRAFT**



# **School and Classroom Practices Study for Required Action Districts**

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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# Soap Lake Middle and High School School and Classroom Practices Study

## Introduction

In 2011, the Soap Lake School District (SLSD) was identified as a Required Action District (RAD). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Soap Lake Middle and High School (SLMHS). Findings identified in the initial report were used to complete the Required Action District application and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels. In 2012 and 2013, researchers from The BERC Group, Inc. conducted an Assessment of Progress to determine areas of improvement in the first two years of the grant.

This report is a follow-up to the initial report and to the last two years' Assessment of Progress, highlighting changes the school and district have made over the last three years related to the School Improvement Grant (SIG). Evaluators repeated the data collection process used for the first report. The findings in this report are based on information gathered from the following sources:

- 1) a review of changes in district level practices and policies to support an intervention model;
- 2) a classroom observation study focusing on instructional practices within the school;
- 3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*;
- 4) surveys of school staff, students, and parents<sup>1</sup>; and
- 5) demographic, achievement data, and high school outcomes data.

Evaluators obtained information during a site visit on April 23 and 24, 2014. Approximately 40 people, including district and building administrators, union leaders, certificated and non-certificated staff members, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 19 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school and district improvement plans, student achievement data, and additional school documents.

The following section describes the federal intervention model Soap Lake School District and Soap Lake Middle and High School chose to adopt. This section also includes a comparative overview of the district findings from all three SCPS studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine*

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<sup>1</sup> In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students, and families were administered and analyzed by CEE using the full EES suite of surveys. Previous surveys including the staff survey (2011-2012), the student survey (2011-2013), and the family survey (2011-2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

*Characteristics of High Performing Schools* based on classroom observations, interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the initial study. Throughout the report, researchers draw attention to sections referring to OSPI's Expected Indistar Indicators by using italics and referencing the Expected Indicator code in bold.

## **Required Action Districts**

As required by state legislation (SB 6696/RCW 28A.657.030), the State Board of Education (SBE) can designate districts as Required Action Districts (RADs) if the district has at least one school that: a) is identified in the bottom 5% (Title 1 or Title 1 eligible) of the persistently lowest-achieving school list; b) did not volunteer for or receive SIG support in 2010; and c) whose summative assessment results are less than the state average on combined reading and mathematics proficiency in the past three years. Required Action Districts will receive funds targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696 by:

- selecting and implementing one of the four federal intervention models, which are described below;
- creating a local application and planning documents for improvement *with input from stakeholders*;
- allowing for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of this academic performance audit.

## **Intervention Models**

In an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants to support the lowest performing districts and schools. Schools and districts accepting SIG money choose from among four federally defined intervention models for their lowest performing schools: *Closure*, *Restart*, *Turnaround*, and *Transformation*. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. The transformation model requires replacing the school principal addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Soap Lake School District chose to implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the studies.

## District Level Findings

### District Overview

Soap Lake School District employs approximately 38 classroom teachers serving approximately 397 students attending one elementary school and one combined middle/high school. Soap Lake Middle and High School employs about 20 teachers and serves approximately 180 students. About 95% of the teachers possess master's degrees, and on average teachers have approximately 8 years of teaching experience. All of the core content area teachers meet the ESEA highly qualified definition. The on-time high school graduation rate is about 79%.<sup>2</sup>

Reflecting on the Soap Lake's *Transformation* efforts, a district representative shared:

There has been some transformation in some of the things we have done in the philosophical structures. We have worked on all six of the Exceptional Core. We have gotten a lot of effort out of data, curriculum, and focused instruction. There are a lot of good things that have happened with the trainings and basic foundational pieces we have put together.

According to district stakeholders, some of the successes over the last year include becoming an Advancement Via Individual Determination (AVID) school, implementing the Danielson framework, and utilizing a walkthrough process which includes peer feedback. "They have done a good job with evaluation," stated one stakeholder, "The teachers have set goals, and it has been well followed through by the principal." The district worked with the union to work out the details of the evaluation and observation processes. A representative explained, "We have gone from the traditional seven criteria and satisfactory/unsatisfactory to the state requirement for TPEP using Danielson with the eight criteria and four scale system."

The district has supported Soap Lake Middle and High School with funding and staffing. "We have spent \$300,000 of our own money each year of the grant. We were fortunate to be able to hire and change people at will," reported a district leader. Regarding district support, another representative stated:

I would say the best support from the district is the administration funded things and stayed out of the way. The district paid for the staff to get together over the summer, but the staff came up with the plan and did the work of aligning to Common Core.

Despite this support, staff responses on the survey revealed decreasing satisfaction with district level support for improvement. For example, 60% of staff members said the district facilitates systems and programs to support school improvement, compared to 78% in 2013, and 65% of staff members said district administrators demonstrate commitment to improved student learning, compared to 83% in 2013. Additionally, only 54% of staff members said district administrators communicate a clear vision of good instruction and essential curriculum, which decreased from 80% in 2013. Finally, the percentage of staff members who agree the district

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<sup>2</sup> Data from OSPI Washington State Report Card for Soap Lake Middle and High School retrieved from <http://reportcard.ospi.k12.wa.us>.

encourages and welcomes community and parent involvement went from 90% in 2013 to 69% this year.

As part of the grant, the district has provided rewards and incentives to staff members. A stakeholder reported:

Rewards were for meeting student growth goals. Last year the reward was attending a conference of your choosing; this year it's just a flat \$500. The incentives are things like doing professional development, having good insurance, and things like that to keep and recruit staff.

When asked whether they have the quality teaching and administrative staff they need, a district representative stated, "Right now, I would say we have 80% to 85% in place. There are a lot of good people. I have been happy with all of the principals we have had ..." In general, stakeholders believe instruction and rigor have increased over the last few years. The administration has worked to come up with schedules to support higher standards. "We have added higher level classes and tried extending the school day and school year. We have added tutorial classes and online options," reported a stakeholder. Representatives explained how the reputation of Soap Lake schools is improving, as evidenced by increasing enrollment.

Looking ahead, the district representative explained, "The issue now is taking curriculum, instruction, and assessment a step further. The other element is dynamic leadership." As many stakeholders explained, distributed leadership has been a problem for Soap Lake. In the past, teacher-based leadership teams have reportedly become "gripe sessions" about school issues and have not been sustained. The school recently established a new leadership team to help with upcoming changes in instructional leadership. Both the elementary and middle/high school principals are poised to accept positions in other districts next school year, so the entire district will experience a large shift in leadership. One stakeholder is concerned about the shift, saying, "To bring two principals here into two priority schools, that will be a huge challenge." Another district representative hopes the new leadership team will help maintain the momentum of the schools during the transition: "Especially with [the principal] leaving, we need a keeper of the vision. We have teachers here now who are ready to be in that role, so we formed a new team and told them he was leaving." Even with the new leadership team, one district leader predicts the leadership change will hinder school progress:

The principal shift freezes growth. It will take at least a year to get a new principal settled in, to understand the culture, to deal with the trials and tribulations of personnel. There will be a power struggle. Things will either tumble and fall apart and we'll start where we were four years ago, or we'll lose some ground but continue to push. It depends on how skilled the person is coming in, how quickly he or she can build relationships with the strong teachers, and how quickly the leadership team can gel together and be on the same page with what they are trying to accomplish.

In addition to the challenge of leadership, a representative shared, "I think our biggest challenges are communication and funding. Without funding, some of the stuff will not happen. People only have so many hours in the day, and if you lose people, you lose a lot of hours." Another representative stated, "One of the things the feds and the state and people dealing with SIG don't understand is that schools at risk will need additional support and financial



assistance always. It is critical for sustainability.” Other stakeholders mentioned the continued concern of getting parents and the community involved. “We have been really working on getting creative with how to connect with this community. It’s a struggle here.” Looking ahead, the district knows there is still much work to be done. “In the course of the next few years, there are some problematic things we will have to get through. We have made steady increases in structures and belief systems, but we have come to a plateau now,” said a representative. In order to maintain progress and continue to grow, staff members at Soap Lake must work together to achieve their common vision.

## High School Outcomes Data

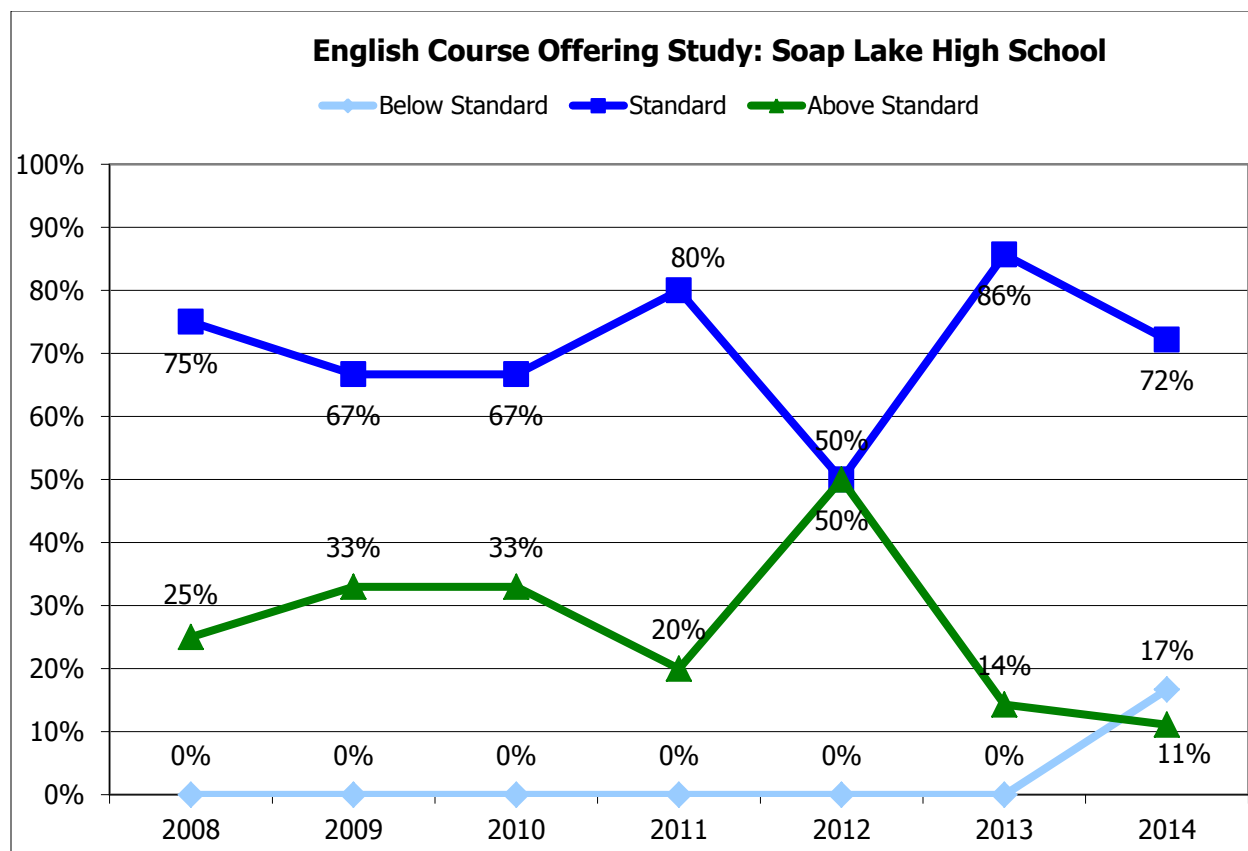
This section of the report summarizes analyses of high school course offering patterns, high school course taking patterns, high school graduation rates, and college enrollment and persistence data.

***Course Offering Patterns.*** Researchers gathered and analyzed master schedules, course catalogs, and section summary sheets from the Soap Lake Middle and High School to determine changes in course offerings from the 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, and 2013-2014 school years. Researchers tallied courses in English and math and placed them into three levels of rigor:

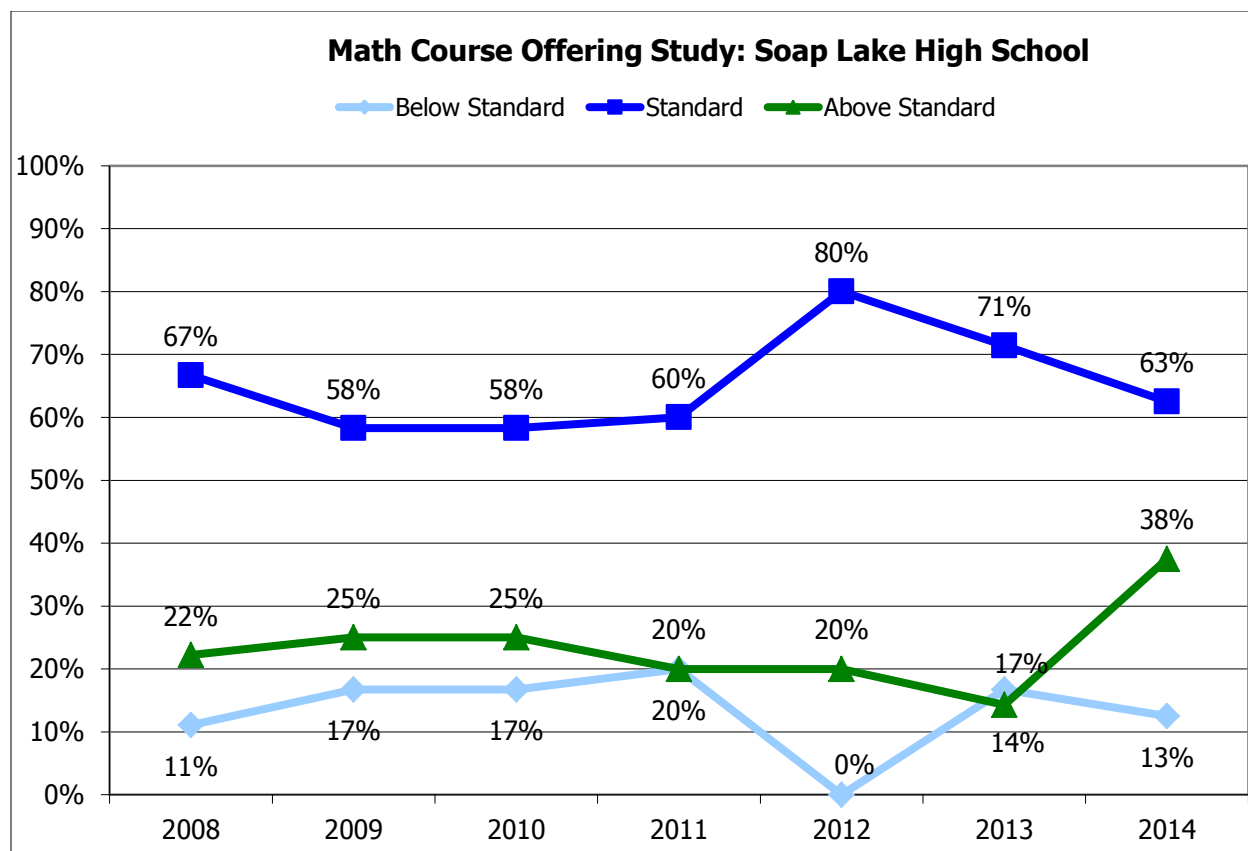
- Below Standard: courses designated as remedial or below grade level
- Standard: courses identified as at grade level
- Above Standard: courses designated as honors courses, courses taken beyond college entrance requirements, or Advanced Placement/International Baccalaureate.

The review excluded courses from special education, English Language Learners, English as a Second Language, LAP, Running Start, and independent study courses.

The English and math course offering patterns from 2008 through 2014 are shown in Figures 1 and 2. Soap Lake High School offers primarily Standard level English and math courses. Any changes in values should take into account the small sample size of courses available at Soap Lake High School. The increase in below standard English courses in 2014 is related to the offering of high school reading. In 2012, Soap Lake eliminated below standard math courses, with a subsequent rise in standard level math courses; however, this was reversed in 2013 with the addition of below standard math courses and a reduction of above standard math courses. In 2014, the percentage of above standard math courses increased to 38%, while the percentage of above standard English courses decreased to 11%.



**Figure 1. English Course Offering Patterns**



**Figure 2. Math Course Offering Patterns**

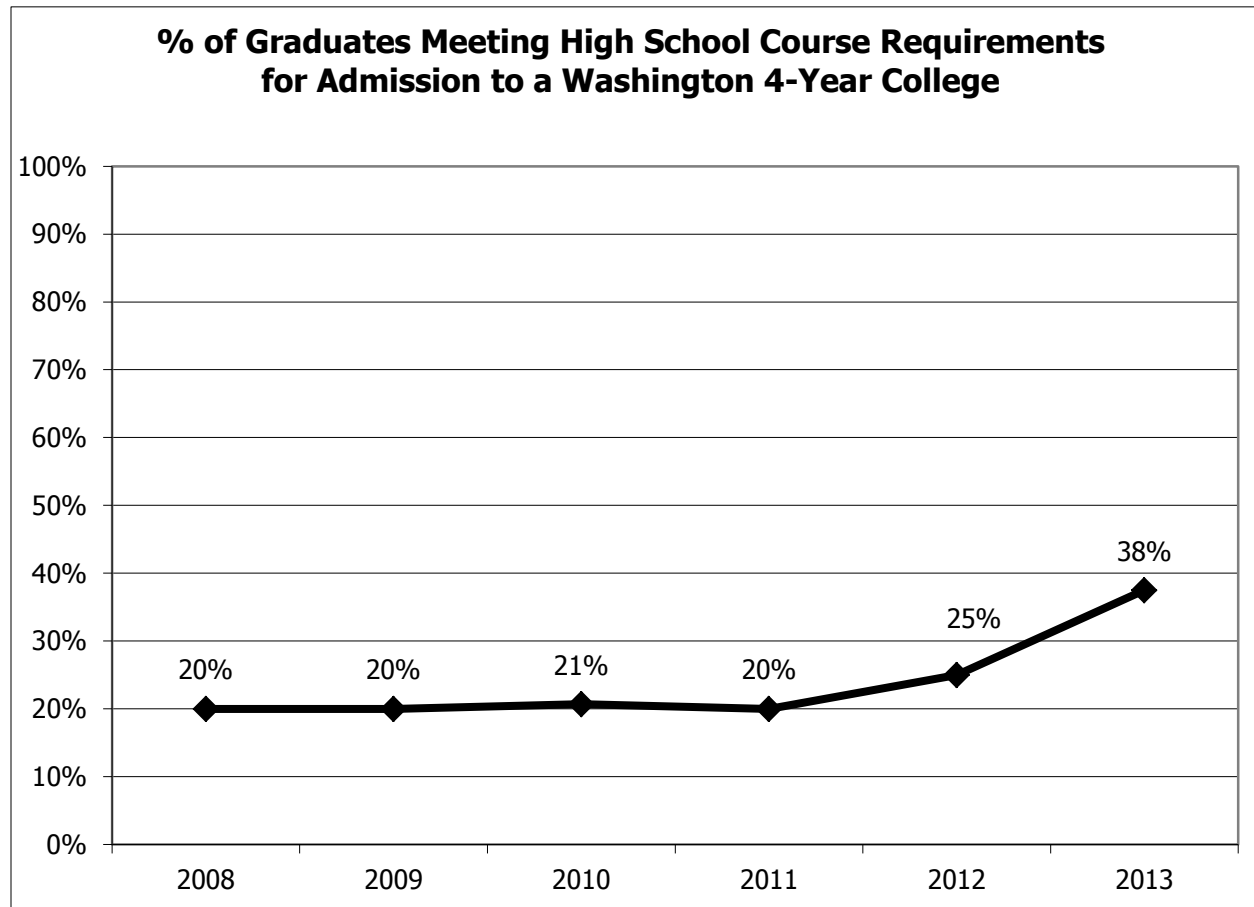
**Course Taking Patterns and College Eligibility.** Researchers collected transcripts for all graduating students in the 2008, 2009, 2010, 2011, 2012, and 2013 school years from Soap Lake Middle and High School, along with course catalogs describing the schools' classes. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year to determine if the courses taken met the Washington State four-year college and university admission standards. Although there is some variation among colleges, the general requirements include:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science (two years of laboratory science was required in 2010)
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

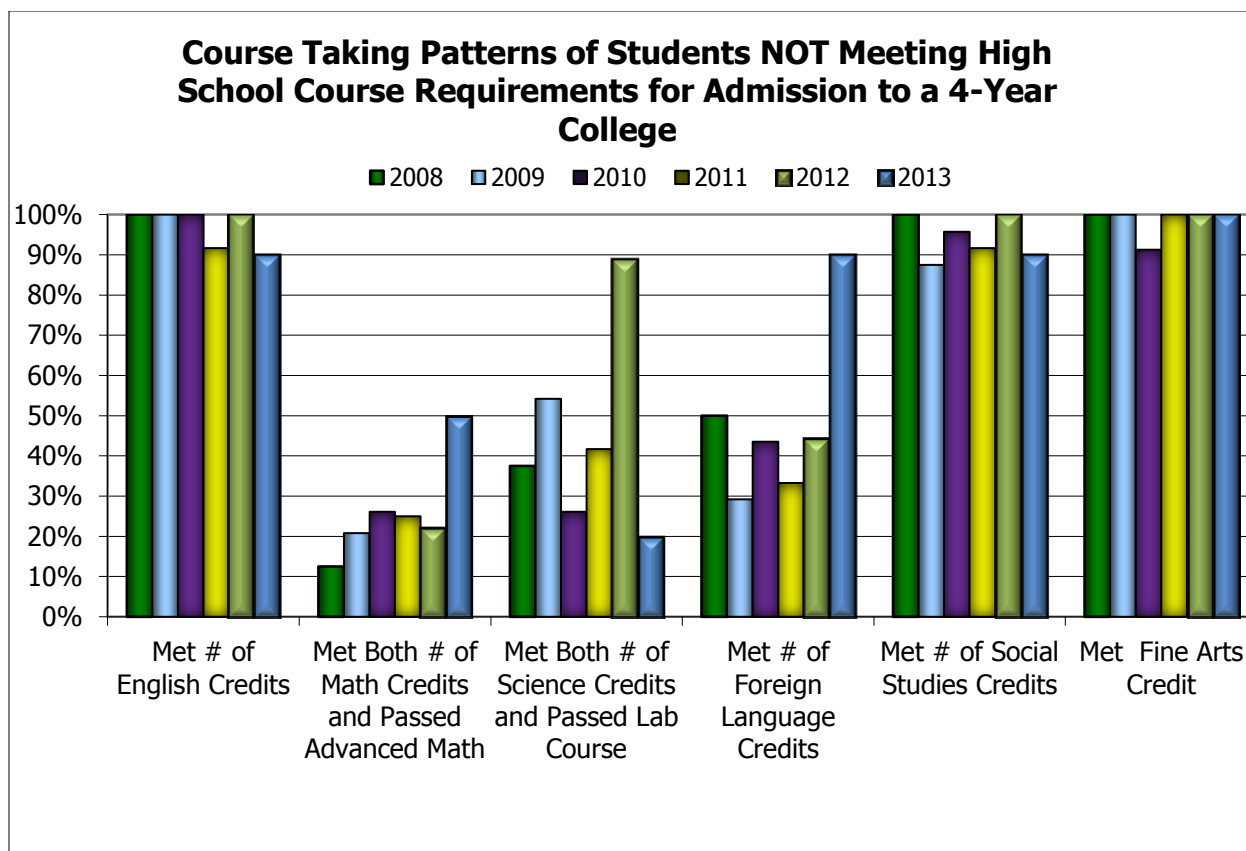
Of the 2013 high school graduates, 38% took the requisite courses for admission to a Washington 4-year college, meaning a little over one third of students graduating from Soap Lake Middle and High School are eligible for college admittance by Washington State HEC Board standards (see Figure 3). The percentage of students meeting college eligibility requirements has increased over the last two years, after sitting around 20% between 2008 and 2011. Overall results indicate that while the graduation requirements meet the state's minimum

requirements for a high school diploma, requirements do not align with the colleges' admission requirements.

Students who failed to meet the requisite college preparation courses were most likely to lack the math and/or science requisite credits (see Figure 4). The percentage of students meeting the math and foreign language requirements increased in 2013, but approximately 50% of graduating students continue to lack the advanced math requirement. In science, most students took Integrated Science 1 and 2, which are both lab classes; however, they do not meet the requirement of taking at least one course in biology, chemistry, or physics specifically.

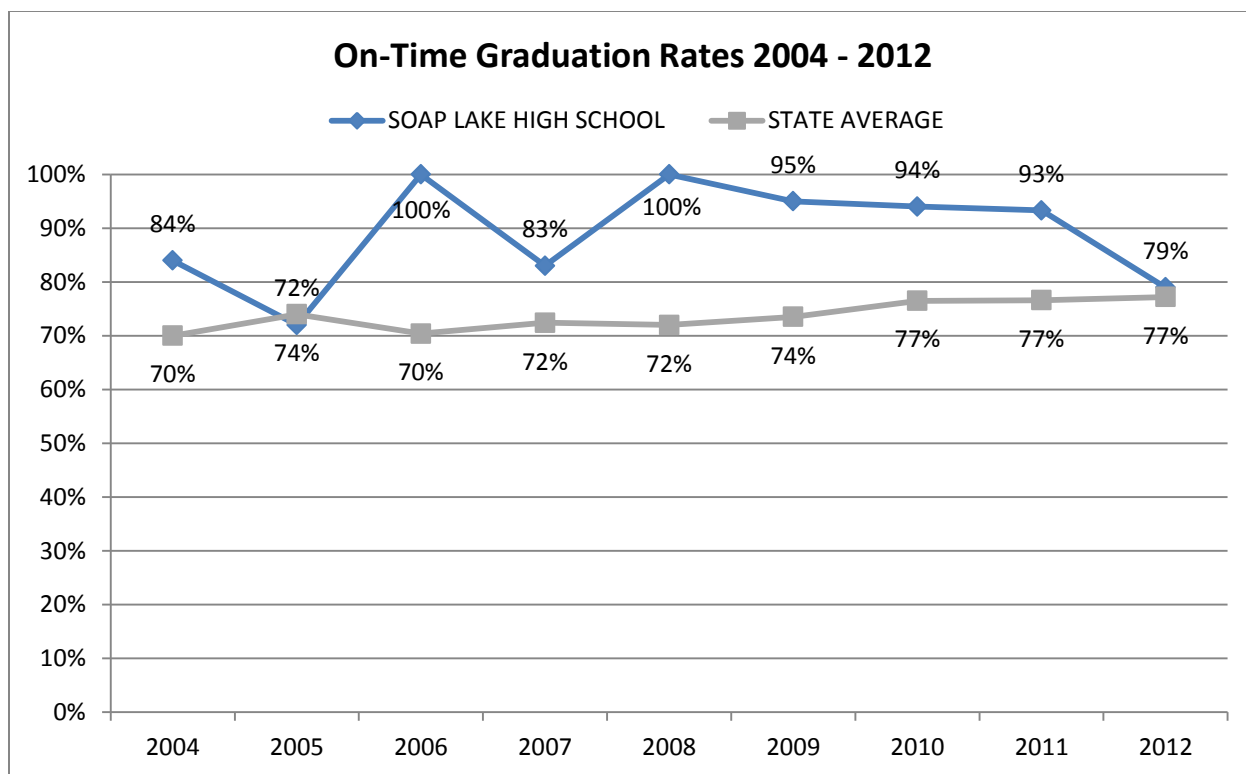


**Figure 3. Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College**



**Figure 4. Course Taking Patterns of Students NOT Meeting High School Course Requirements**

**Graduation Rates.** The Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an “estimated cohort graduation rate” for a given graduation class based on the P-210 form submitted annually by the districts. This calculated rate is based on only those students who begin in the fall of a given year with an expected graduation date of four years later and accounts for transfers and other factors. For example, students enrolled in the fall of 1998 would have an expected “on-time” graduation date of 2002. The methodology is appropriate for AYP of NCLB. Baseline estimated cohort graduation rates for 2004 through 2012 are shown in Figure 5. Graduation rates have fluctuated each year, though changes appear greater because of the small number of graduating students. Graduation rates for Soap Lake Middle and High School reached a high with a 100% graduation rate in 2006 and 2008. Every year is above the state average except for 2005, which was the low over the eight-year period at 72%. Graduation rates remained stable between 2009 and 2011, but decreased to 79% in 2012, which is close to the state average.



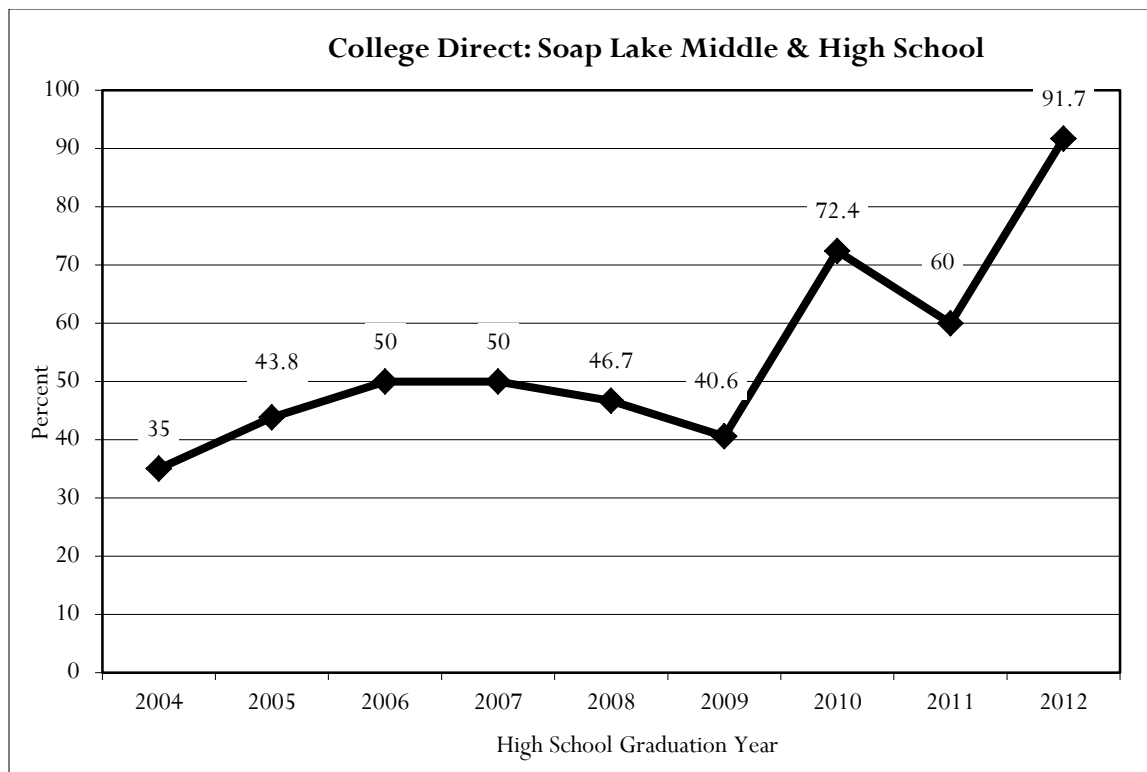
**Figure 5. Graduation Rates 2004 – 2012**

\*Note: The adjusted 4-year cohort graduation rate is used for 2011.

**College Enrollment, Persistence, and Graduation Rates.** The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 65 million student records from over 2,800 colleges and universities in the United States. As of 2012, these institutions enrolled approximately 93% of the nation's college students.

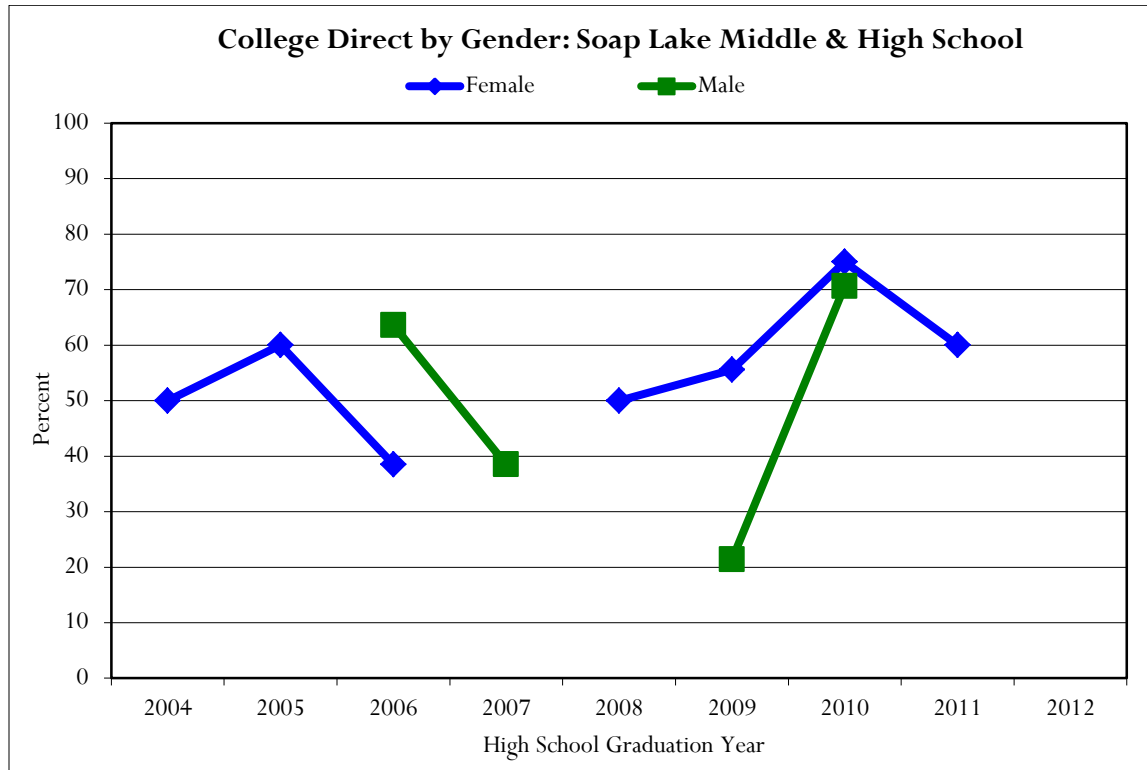
Researchers obtained college enrollment and persistence data from the National Student Clearinghouse (NSC) for Soap Lake Middle and High School. These researchers collected information from Soap Lake for the graduating classes of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. Researchers submitted lists of the names, birth dates, and year of graduation, among other data, to NSC to be matched with the college reported enrollments from 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. They then compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates for all Soap Lake Middle and High School graduates from these years.

"College direct" students are defined as high school graduates who attended either a two- or four-year college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Soap Lake Middle and High School for 2004 through 2012 are presented in Figure 6. The percentage of college direct students in Soap Lake Middle and High School decreased to 60% in 2011, but increased to 91.7% in 2012.



**Figure 6. Percent “College Direct” – 2004-2012**

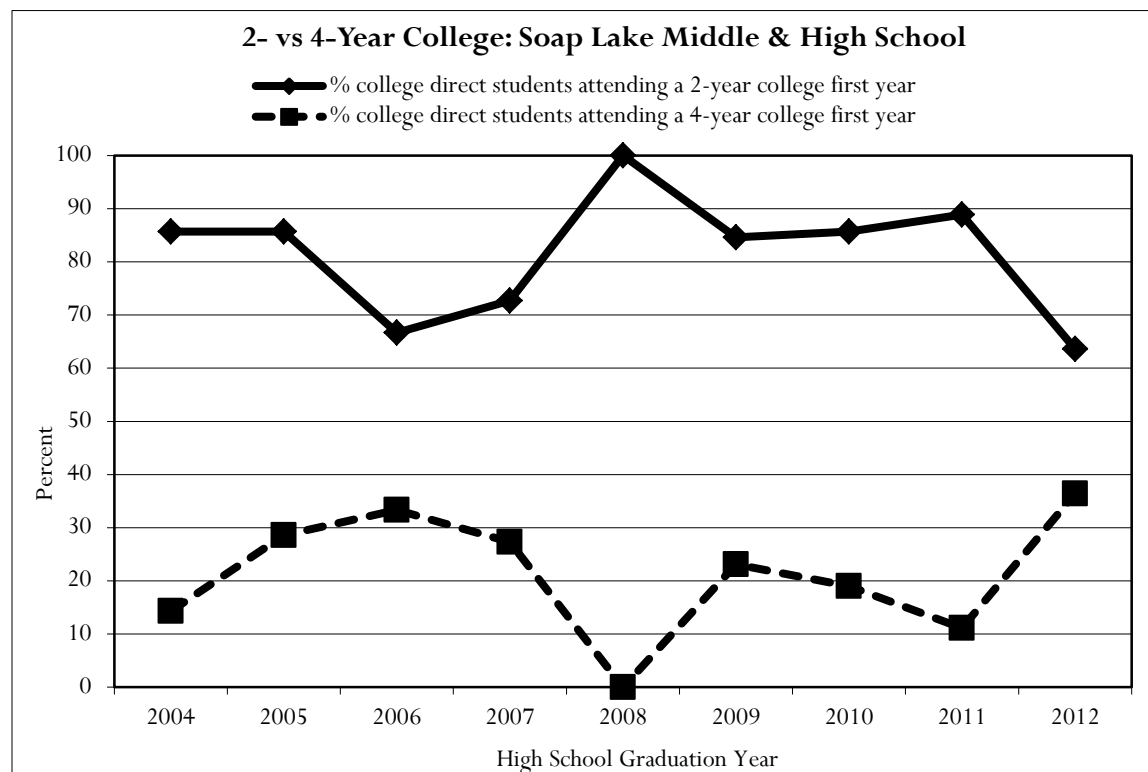
The 2004 through 2012 college direct rates disaggregated by gender for Soap Lake Middle and High School are presented in Figure 7. The gap in college direct rates by gender fluctuates each year, with no consistent pattern between males and females attending college (see Figure 7). If there were less than 10 students in any category, data was not reported.



**Figure 7. Percent “College Direct” by Gender – 2004-2012**



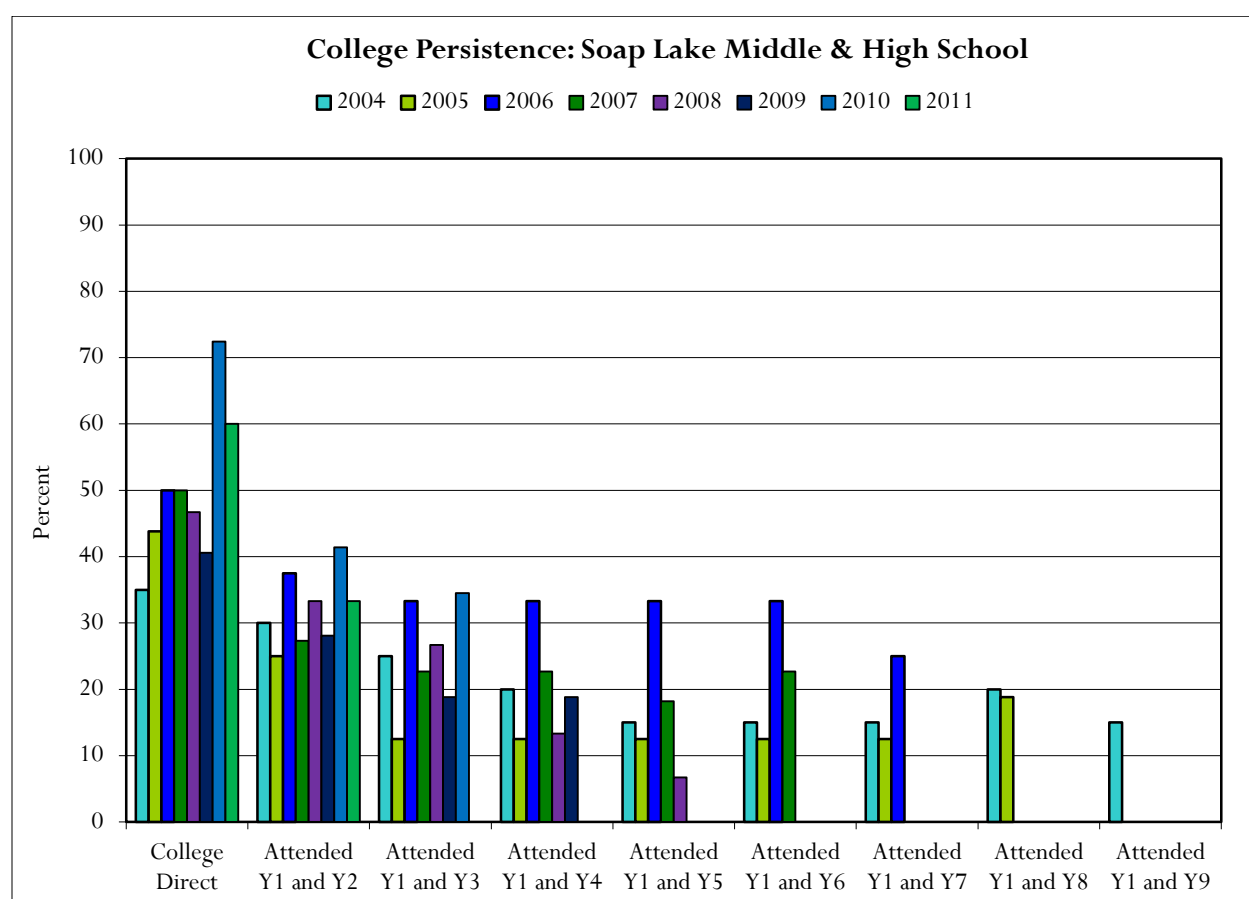
Figure 8 shows the percentage of graduates attending two- and four-year colleges the first year after graduating high school.<sup>3</sup> These data indicate a greater percentage of graduates from Soap Lake Middle and High School attend a two-year versus four-year colleges in all years. The percentage of graduates attending a four-year college fluctuated between 2004 and 2009. The most recent data shows the percentage of students attending a four-year college in 2009 and 2010 remained near 20%, decreased to about 10% in 2011, but increased to almost 40% in 2012.



**Figure 8. Percentage of "College Direct" Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2012**

<sup>3</sup> The percentages may total more than 100% due to dual enrollments of some students.

The college persistence rate of college direct students from Soap Lake Middle and High School is presented in Figure 9. We defined “persisting in college” for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 9 illustrates the percent of 2004-2012 high school graduates that were college direct and persisting into a second, third, or fourth year of college.<sup>4</sup> For example, for 2004 high school graduates, approximately 35% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 30% of the high school graduates were still enrolled in college. By the fourth year after graduation, about 20% of the 2008 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.



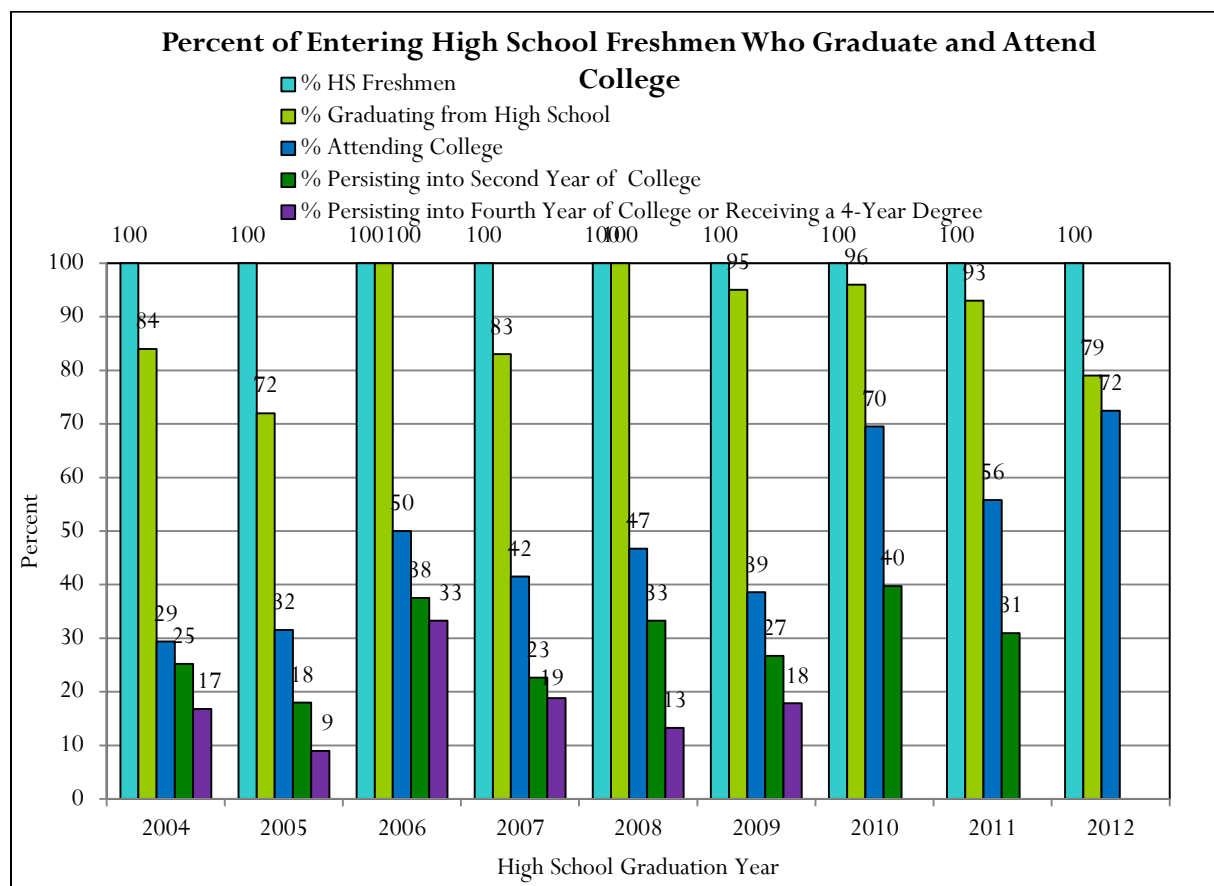
**Figure 9. Percentage of “College Direct” Students Persisting in College**

Note. “College Direct”=% of students enrolled first year after graduating high school.

“Attended Y1 and Y2”=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

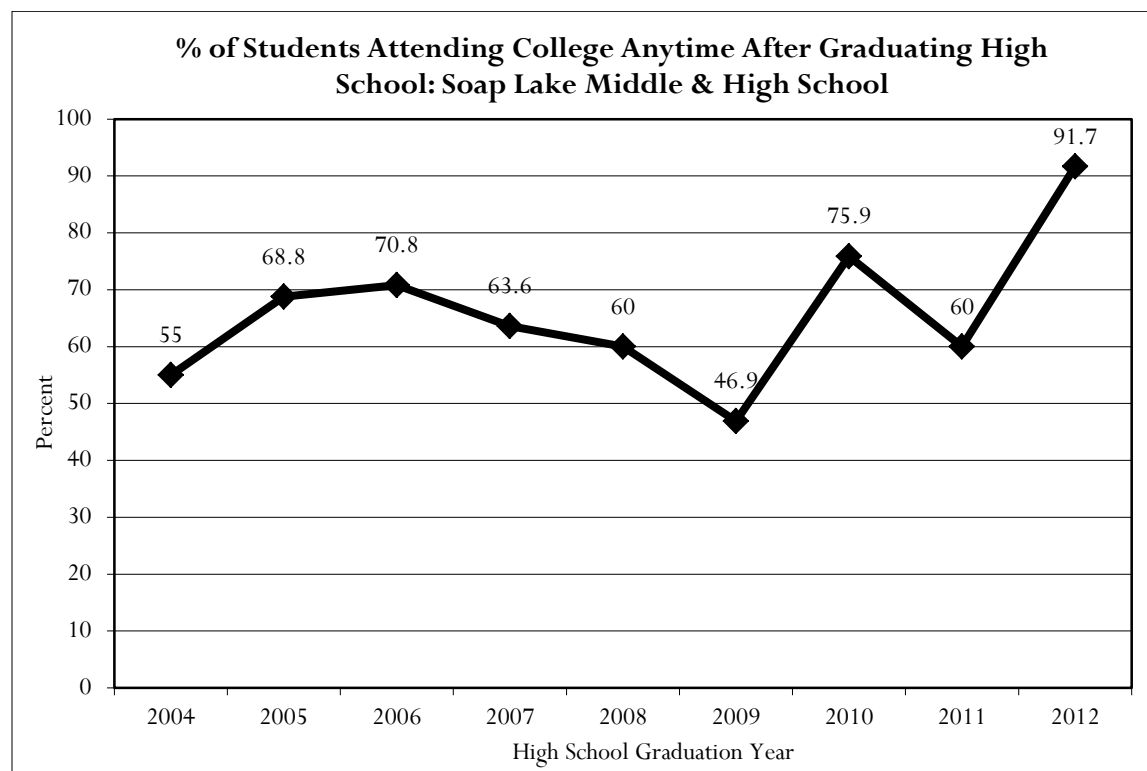
<sup>4</sup> Our definition of “Persistence” also includes students who had graduated from a four-year college.

Figure 10 shows a theoretical model that depicts the percentage of the students who enter Soap Lake High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of the entering freshmen for the class of 2005, approximately 72% graduated from high school, 32% attended college the first year after graduating from high school, 18% persisted into a second year of college or received a four-year degree, and 9% persisted into a fourth year of college or received a four-year degree.



**Figure 10. Percent of Students Who Attend College and Persist into Year 4**

The percentage of students attending college anytime after graduating from high school is depicted in Figure 11. For example, within the 2004 graduating class, approximately 55% attended college after graduating from high school. This represents a 20 percentage point increase from the college direct rates presented in Figure 6.



**Figure 11. Percent of Students Who Attend College Anytime After Graduating from High School**

Table 1 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2009 who received a college degree.

**Table 1**  
**Percent of Students Receiving and Two or Four-Year Degree**

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	30.0%	15.0%
2005	6.3%	12.5%
2006	16.7%	25.0%
2007	9.1%	9.1%
2008	6.7%	0.0%
2009	18.8%	6.3%

A list of colleges and universities attended by Soap Lake High School graduates from 2004 to 2012 is displayed in Appendix B.

## Survey Results

Soap Lake staff, students, and families also completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the student and family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a “4” or “5” response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

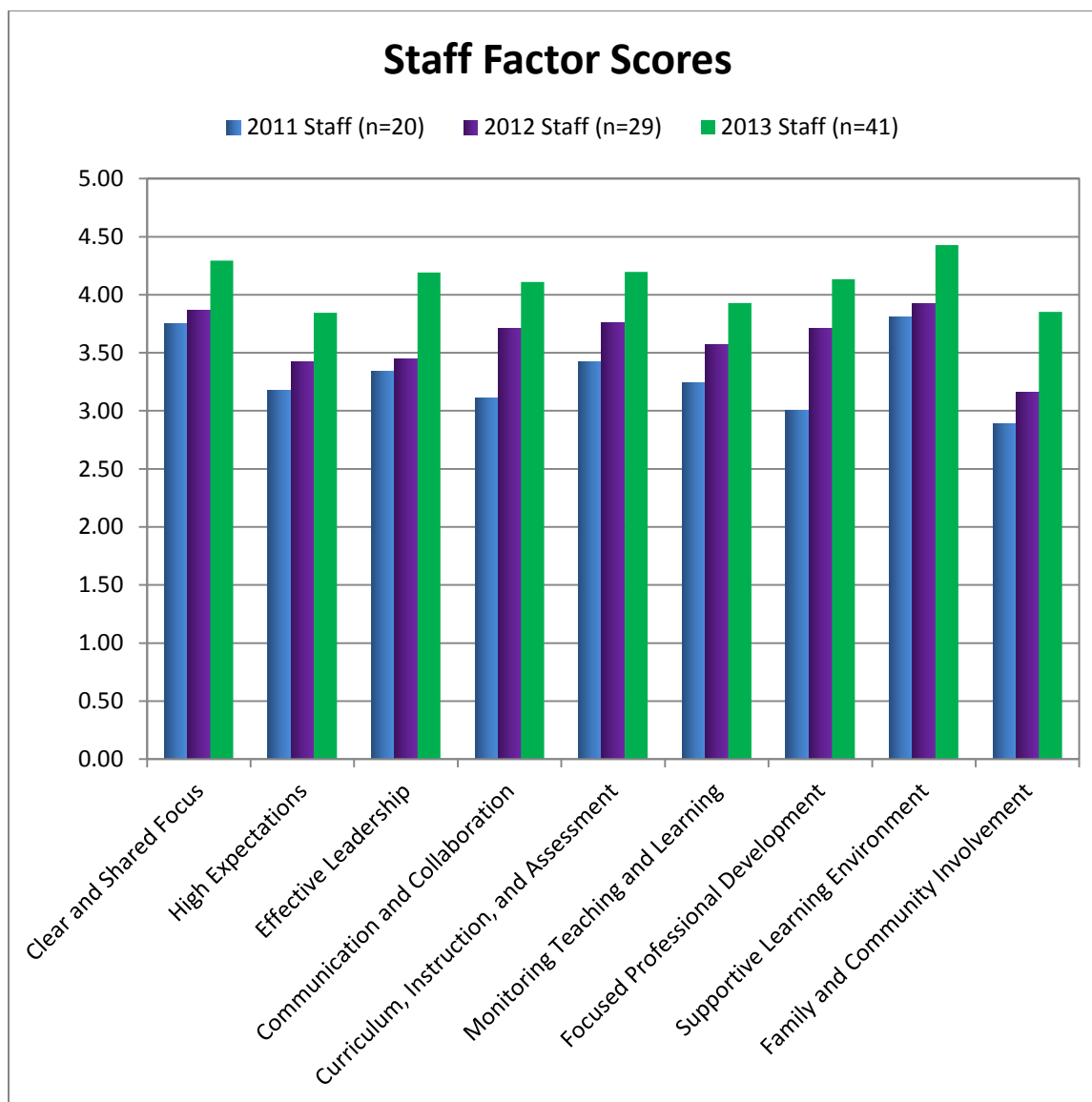
A summary of the survey findings from 2011 to 2013 appears in Figures 12 through 14. Factor scores are not included this year due to a change in data collection. In 2013, the staff survey changes substantially, and staff members were administered a “Hybrid Survey” with many of the original items removed. However, because items measure the same constructs, we are able to measure improvement overtime, using the mean scores representing the constructs.<sup>5</sup> In 2014, the staff, student, and family surveys changed again to the Educational Effectiveness Survey™ (EES) administered and analyzed by the Center for Educational Effectiveness (CEE). Again, while some items changed, the constructs are the same, and we are able to make some comparisons. The charts below show the 2011 to 2013 results from the OSPI and Hybrid Survey, which can be compared to the Educational Effectiveness Survey results that were delivered to the staff in a separate report from CEE. These issues should be taken into consideration when interpreting the results of the survey.

Many individual survey items decreased from 2012 to 2013 on the staff surveys, suggesting a decrease in factor scores overall. According to CEE survey data, most principles fell at or below a score of 4.0. This represents a decrease from last year’s factor scores, which predominantly scored at 4.0 or above for each characteristic. Please refer to the CEE survey reports to compare student and family survey items.

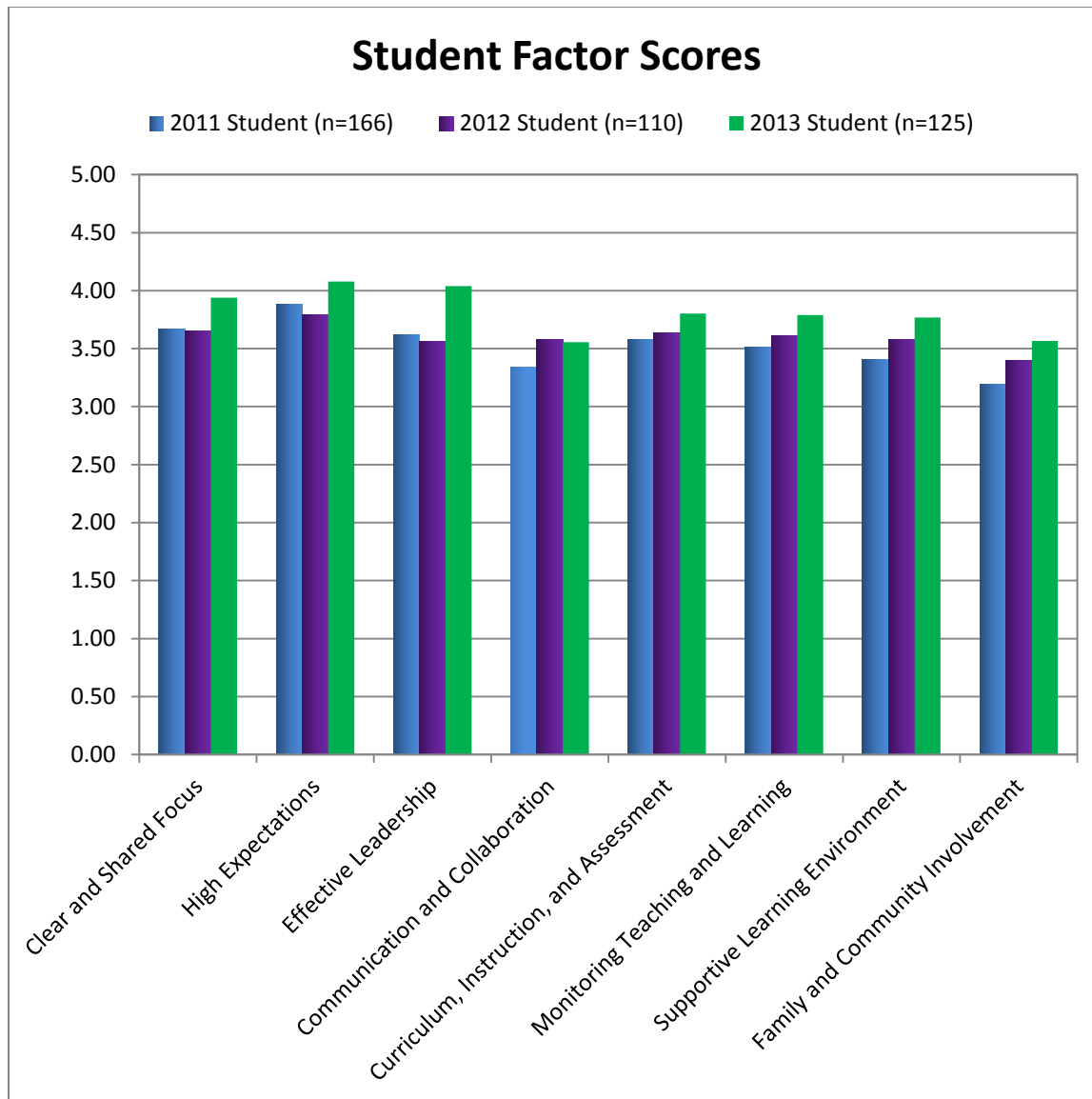
Researchers considered current survey findings in scoring the rubric, and the results are included in the following discussion of the school’s alignment to the *Nine Characteristics*. Appendices C, D, and E includes the frequency distribution for the three surveys administered from 2011 to 2013, organized around the *Nine Characteristics*.

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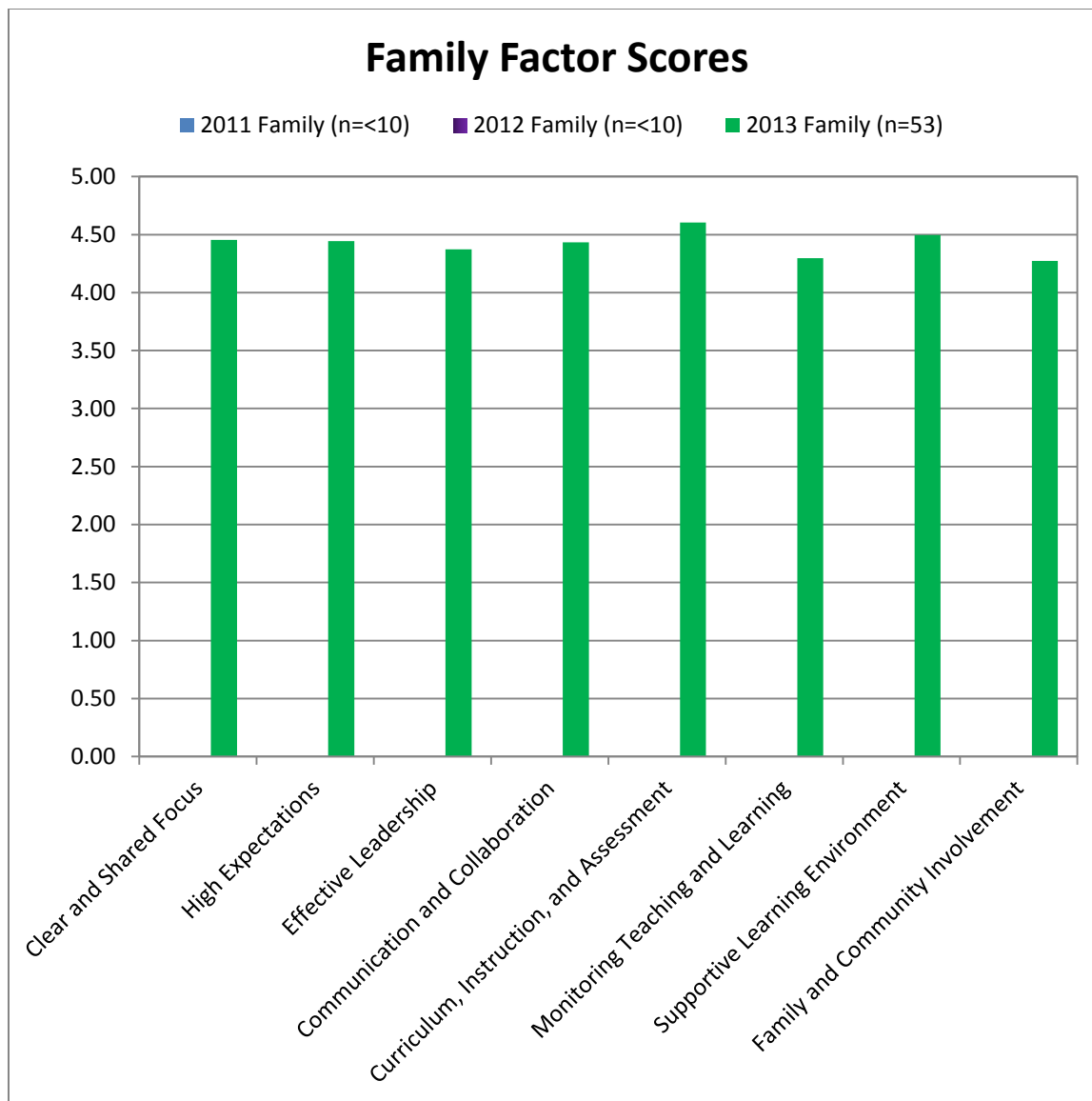
<sup>5</sup> In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students and families were administered and analyzed by CEE using the full EES suite of surveys. Previous surveys including the staff survey (2011-2012), the student survey (2011-2013), and the family survey (2011-2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.



**Figure 12. Survey Factor Scores - Staff**



**Figure 13. Survey Factor Scores - Student**



**Figure 14. Survey Factor Scores - Family**



## School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with a continuum of four levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

- 4 – Leads to continuous improvement and institutionalization (meets criteria in column 3 on this indicator plus additional elements)
- 3 – Leads to effective implementation
- 2 – Initial, beginning, developing
- 1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention. Table 2 includes rubric scores for all the Indicators.

**Table 2.**  
***Indicator Scores for the Nine Characteristics of High Performing Schools***

<b>Indicators</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	3	3
High Standards and Expectations for All Students				
Academic Focus	1	2	3	3
Rigorous Teaching and Learning	2	2	2	2
Effective School Leadership				
Attributes of Effective School Leaders	2	3	4	3
Capacity Building	1	2	3	3
Distributed Leadership	1	2	3	2
High Levels of Collaboration and Communication				
Collaboration	1	2	3	3
Communication	2	2	3	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	1	3	3	3
Instruction	1	2	2	2
Assessment	2	3	3	3
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	1	2	3	2
Focused Professional Development				
Planning and Implementation	1	2	3	3
Curriculum, Instruction, and Assessment	1	3	3	3
Supportive Learning Environment				
Safe and Orderly Environment	2	2	3	3
Building Relationships	2	2	3	3
Personalized Learning for All Students	2	2	3	3
High Levels of Family and Community Involvement				
Family Communication	1	2	2	2
Family and Community Partnerships	2	2	3	2

## Clear and Shared Focus

*Everyone knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	3	3

**Core Purpose – Student Learning.** The mission of Soap Lake Middle/High School is “improving tomorrow by learning today.” An administrator explained the process used by the staff to redefine the mission:

I would say we have a formal and an informal mission statement. This last fall, we met in late start and used the AVID process of Socratic seminar on our handbook. In the end, we didn’t change a word. The formal words still drive what we do today—improving instruction and building a safe climate for kids.

However, not all staff members recall being involved in the process of developing or revising the mission of the school. A staff member said, “I think it was a group of teachers who did it seven or eight years ago. But I think it’s still relevant.” A student said, “The mission statement is on the wall in the commons. It means if we learn today and get knowledge, we can improve tomorrow and make it better.” Students reported a greater emphasis on getting students ready for college than in years past. This emphasis supports the vision of the school, which a staff member shared, “is that all students will become productive, responsible, contributing members of society.” Several staff members spoke of a greater focus on helping students take ownership of their education and making plans for the future. However, a parent shared a different opinion about the mission and vision of the school:

I think there’s a sign hanging out there, but walking it and talking it are two different things. There are some staff members who are behind their students 100% and making sure they are prepared for post-secondary [education], and some are just here for the paycheck.

Neither students nor parents said they were part of the process of establishing the mission or goals of the school. In fact, many parents were unaware of the mission or vision of the school.

When asked about the decision-making process used to allocate resources in the school, an administrator shared, “We meet regularly with a budget person from the Educational Service District (ESD) and sometimes [our OSPI coach] and Title people; we consistently meet and discuss where the money can be best served.” One area where the school spends money is on the walkthrough process. “It’s pretty expensive because it requires getting at least one substitute three times per quarter,” shared an administrator, continuing, “There are many professional development pieces they are willing to spend money on.” Despite this spending,

some stakeholders believe the district is overly conservative with funds. A representative said, "They are very good stewards of the money, which means they garner very large fund reserve balances, but let's not forget to spend today's money on today's kids." In light of the upcoming shift in leadership, it may be beneficial for all stakeholders, including students, parents, and community members, to participate in a formal process of redefining the school's direction and goals in the coming year.

On the staff survey, only 54% of respondents agree or strongly agree the school's mission and goals are developed collaboratively. Seventy-seven percent of staff members say they know and understand the goals of the school, and 71% agree the staff share a high sense of urgency around the need to improve. Sixty percent of staff members agree important decisions are based on the goals of the school, representing a 16 percentage point decrease from 2013, and 71% agree the school's mission and goals focus on raising the bar for all students and closing the achievement gap. Fifty-six percent of staff members believe resources are aligned with school improvement goals. On the family survey, 77% of respondents agree or strongly agree that they are informed about what is going on at the school, and 77% agree that they understood the expectations and the standards of the school. On the student survey, 87% agree their teachers believe student learning is important

## High Standards and Expectations for All Students

*Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Standards and Expectations for All Students				
Academic Focus	1	2	3	3
Rigorous Teaching and Learning	2	2	2	2

**Academic focus.** Many staff members are knowledgeable about Common Core and other relevant standards and use them to develop their lessons. *Conversations with the principal and other leaders indicate a focus on instructional improvement and student learning outcomes; however, not all teachers are at the same level of implementation or knowledge of the standards (P1-IE06).* The principal shared:

I think there is a group of highly capable teachers that are aligned well with Common Core and are anxious to do even better, and then there is an average group that is on the old state standards, and I think there is a small group that are not doing well at all.

According to the principal, "The higher teachers came to us as higher achievers, but we have continued to foster that." Alignment to standards varies by subject area. A staff member reported, "The entire math department is aligned with the state curriculum; we do whatever objectives—EALRs and the Common Core." Another staff member explained:

We are on the leading edge of Common Core. The school has supported us in that. Two summers ago, they paid for us to get together and work on aligning the curriculum with the standards. They provided a math TACSE [technical assistance contractor with specialized expertise].

In another subject, a staff member said, "Because Common Core is still so new, we're still working to align things." The science department is preparing to move to the Next Generation Science Standards. A staff member shared, "In language arts, I have my standards up on the screen every day." Students reported teachers typically post objectives to help them understand what is expected of them. "Almost every teacher puts it up on the board, or at the beginning of class, they will explain what we're trying to do that day," said a student.

When asked how the school sets high expectations for student performance, a staff member replied, "We do pretty good, but we can do better. I'm anxious for the process to improve. We want to build better targets and study the data more thoroughly." In general, staff members hold high expectations for students. "We point kids towards Running Start and AP (Advanced Placement) classes," said a staff member, "We have College in the High School, students can earn University of Washington credits in the English and science departments, and another teacher is growing the AP offerings in our district." Despite an increase in advanced course offerings, the small size of the school prohibits all students from being able to take advantage

of some higher level courses. Staff members explained how the schedule is usually designed around students' math levels, but there are not enough schedule options for some students to take the appropriate math level and advanced courses in other subjects. However, the Apex online courses allow students to pursue advanced options individually at a time that fits with their schedule.

There is a focus on getting students college and career ready. "The college acceptance rate has definitely increased," reported a staff member. An analysis of graduate transcripts confirms the percentage of students meeting the course requirements for admission to a Washington four-year college increased from 20% in 2011 to 38% in 2013 (see Figure 3). A staff member stated:

All of our teachers want our kids to succeed and work very hard. There isn't a staff member here who doesn't think any kid can go to UW. But the kids, it's their choice as to what they do; we know some of them will choose to drive tractors, and they will be great tractor drivers. All of our kids are capable.

In terms of supporting all students, with no difference between subgroups, some staff members believe the school struggles to serve English Language Learner (ELL) students. "They are the lowest performers, but teachers don't know what they should do with them," said one stakeholder, referring to ELL students, continuing, "They are more focused on the Russian population, but that is their highest [performing] group of kids. They aren't focused on the Hispanic ELL kids who are here and underperforming. They are really struggling here."

Parents provided mixed opinions about the level of learning their students experience. "Whatever they are doing now is better than before. There has been more one-on-one support," reported one parent, while another said, "My kids are not as challenged as I expected they would be. They [teachers] are more on track for teaching the culture that is here, but the expectations aren't high enough for my kids."

According to staff survey results, 48% of respondents agree the staff believes all students can meet state standards, an 11 percentage-point decrease from 2013; only 44% agree they hold each other accountable for student learning, a 22 percentage-point decrease from last year. On the student survey, 88% of students believe their teachers expect them to do their best, 87% of students agree their teachers believe student learning is important, and 80% agree their teachers expect all students to succeed.

***Rigorous teaching and learning.*** As mentioned above, students have increasing access to higher-level coursework and teachers typically provide high expectations for student performance. Despite these positive aspects, researchers noted a decrease in Powerful Teaching and Learning in Soap Lake classrooms this year, with 42% of lessons scoring a Somewhat or Very compared to 63% in 2013. Classroom observations using the STAR Classroom Observation Protocol yielded the following scores on the five Essential Components (3s and 4s combined): Skills (74%), Knowledge (47%), Thinking (21%), Application (37%), and Relationships (95%). These data suggest the *Skills* and *Relationship* Component represent relative strengths in Soap Lake classrooms. Unfortunately, with the exception of *Relationships*, all component scores decreased from last year's observations, with *Thinking* dropping 41 percentage points from 62% in 2013 to 21% in 2014.

According to the rubric, the expectation is for most classroom instruction to build on principles of learning including construction of knowledge, active engagement, meaningful content, collaboration, and self-assessment. When looking at the individual indicators, students constructed knowledge in 47% of classrooms (Indicator 5), demonstrated verbally or in writing that they were reflecting on learning in 26% of classrooms (Indicator 9), demonstrated a meaningful personal connection in 26% of classrooms (Indicator 11), and worked collaboratively in 26% of classrooms observed (Indicator 14). Based on these observations, it appears Soap Lake staff members should continue to focus on providing students with authentic pedagogy using high-yield teaching strategies.

In terms of data use to identify areas for improvement in teaching and learning, a staff member shared, "We go over all the different standards our students are struggling with." Another staff member explained, "The data informs our instruction plan for the year, what classes we are going to offer, and in the classes themselves, it helps us see where and what we need to spend more time on, to help our instruction." It is not clear whether the data are disaggregated by subgroup indicators.

Only 29% of staff members agree students are promoted to the next level only when they have achieved competency (46% in 2013). Forty-eight percent of staff members agree students are encouraged to self-reflect and track progress toward goals, and 58% agree students are provided tasks that require higher-level thinking skills. Half of staff members agree teachers ask questions of all students with the same frequency and depth. On family surveys, 70% of family members agree that their child is challenged with a rigorous ambitious course of study, and 71% of family members believe teachers have high expectations for student learning. According to the student survey, 82% of students agree their teachers provide lessons and activities that challenge them to learn.

## Effective School Leadership

*Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Effective School Leadership				
Attributes of Effective School Leaders	2	3	4	3
Capacity Building	1	2	3	3
Distributed Leadership	1	2	3	2

**Attributes of effective school leaders.** When asked if they believe the current principal is an effective leader for change, a staff member replied, "Yes, he's interactive in the classroom and takes a personal interest in me. I think he is trustworthy and that is really important for us." Another staff member said, "He's fair, involved, and generally impartial; even if you don't agree with his decision, you can trust that he looked at all the feedback. It's not just my way or the highway." The leadership also supports risk taking and innovation. A staff member shared, "I think risk taking is really promoted in a lot of ways. There hasn't been anything we have requested that they haven't supported. They say, 'Yeah, go for that,' and it's not negative if it doesn't succeed." Another staff member echoed, "I think it's really supported in the sense that people want to try things, and we want to talk about the positives and the failures. The admin loves having us try things and getting feedback of what worked and what didn't."

During Monday late start meetings, the principal leads the staff in conversations and study in research-based ideas and practices, typically using the Danielson framework. Staff members watch videos of effective teaching strategies and participate in walkthroughs, which will be explained further in subsequent sections. When asked how staff accomplishments are celebrated, a staff member explained, "People who met their student growth goals got to go to a conference of their choosing." This year, teachers who meet their growth goals will receive a \$500 reward as part of the grant.

As mentioned in the district section, Soap Lake Middle/High School will undergo a shift in leadership when the principal leaves at the end of the year. While progress has been made in the last two years with regard to effective school leadership, the upcoming principal change in addition to the lack of an engrained, successful leadership team structure may pose challenges for Soap Lake's future. Staff members are frustrated with the lack of consistent leadership, as one staff member commented, "It would be nice to have stable leadership for more than a couple of years. This will be my fourth principal in not that long. It feels like we are a boat being pushed around in different directions." It will be important for the newly formed leadership team to maintain the focus on school improvement goals and initiatives to ease the transition between leaders.

According to survey data, many items referring to the principal decreased from last year. For example, 81% of staff members believe their principal is committed to quality education compared to 88% in 2013. Fifty percent of staff members believe administrators intentionally recruit and retain a diverse and highly qualified staff, compared to 73% in 2013. Regarding the leadership team, 56% of staff members believe the building leadership team demonstrates a shared commitment to the school's improvement plan, compared to 78% in 2013. Finally, only 42% of staff members agree the leadership team demonstrates the changed behavior and practice necessary to achieve the preferred future, compared to 66% last year. However, 75% of staff members agree their principal facilitates systems and/or processes to support school improvement, compared to 73% last year. According to family surveys, family members agree the principal is committed to quality education, and 77% agree the principal is active in the community. Seventy-seven percent of students agree the principal of the school believes student learning is the number one priority at the school.

**Capacity building.** As discussed last year, Soap Lake staff members participate in walkthroughs, which typically include administrators, a peer teacher, and another observer. The principal explained, "We have advanced further in our walkthrough process; it meshes right into the late start professional development training. We are trying to spend most of our time in the Danielson framework, keeping grounded in the Common Core." The principal further explained the walkthrough process:

The peer teacher comes in; we stay for 12 to 15 minutes to get more information focusing on domain two and three of Danielson. It's usually a peer teacher, the principal, and usually one other observer like the success coach, superintendent, or admin from another school. We come back afterwards and gather all the information back to the peer teacher and ask them to go to the teacher we walked through.

A staff member confirmed, "We have walkthroughs consistently—every couple of weeks. We take turns getting walked and doing the walking. The feedback is great; it usually comes from the walking teacher." Another staff member explained, "As a staff, we asked to have that direct feedback from the walkthroughs, so the peer teacher is responsible for coming back to the teacher and providing feedback."

In addition to the walkthroughs, the principal conducts informal observations as well as the formal observations required for TPEP. A staff member explained, "We have observations twice a year for TPEP, but he's in a lot more than the formal evaluation times. There are lots of informal opportunities to talk about what we are doing." Another staff member shared, "We are required to set our student growth goals at the beginning of the year and have evidence of achievement as part of the TPEP process." The principal mentioned, "[We have] conversations about the lesson planning process; I ask teachers to show me documentation they are using the right materials." The principal also explained:

We are building trust first and foremost through the professional development opportunity in late start Mondays. I think we have built great capacity here in those consistent weekly lessons of me trying to model a classroom and followed up with walkthroughs and the observation process.



When asked about opportunities for training in cultural issues, staff members provided mixed feedback. "I think almost all of us have had training in teaching ESL [English as a second language]," said one staff member. Another reported, "We had a whole series when a lady came in, but it has been a couple of years."

According to survey data, 77% of staff members say they actively participate in the process of their performance evaluation, decreasing from 83% in 2013. About 60% of staff members say their principal talks to them about their professional growth, compared to 71% in 2013. Fifty-eight percent of staff members say they talk with their principal about progress on performance goals, decreasing from 66% last year. Similarly, only 52% of staff members say they held accountable for the new behaviors and practices needed to achieve the preferred future, down from 76% in 2013.

***Distributed leadership.*** There is not a formal, collaboratively designed decision-making process at Soap Lake, although many staff members reported an "open door policy." One staff member said, "[The principal] is really good about asking opinions. He's super easy to talk to." When asked how decisions are made, a staff member explained, "We meet as a staff. We all come together and discuss things at late starts. It's very much distributed leadership." However other staff members reported a more top-down system. "Our school board listens to the teachers, but the superintendent makes the decision from the top down, and sometimes we don't know the exact reasons why," stated a staff member. The principal explained, "There are some minor decisions that we don't involve lots of people, but hopefully we are intentional enough with the more important decisions. We include all the people we should." For example, in considering the addition of extra school days, the principal stated, "A big change like that takes some time and collaboration. We decided not to rush that into next fall, but to take some time and gather feedback and include parents, students, and classified staff within our process." When students were asked if anyone ever asks for their ideas about what should happen at school, a student replied, "Not really. We took a survey, but I'm not really sure what it was for." Parents in focus groups provided very mixed opinions about distributed leadership, but most had "no idea" how decisions are made at the school. One stakeholder said parents are welcome to attend school board meetings, but it is unclear if any parents actually attend or whether that option is clear.

Questions regarding the existence or function of a leadership team were met with confusion and discrepancies; many staff members were unaware a leadership team existed. Many stakeholders explained how past leadership teams have been ineffective and negative. Currently, there is a new team, which has been established to help with the selection and transition of a new principal; however, many staff members are not privy to this information. A staff member explained:

A team was formed for sustainability. The primary focus at this time, which will change over time, is the replacement of the principal. But the announcement of the replacement has not been made, so the announcement of the team has not been made.

Another staff member elaborated, "The current/future leadership team isn't very far into it. We are kind of limited trying to keep it confidential. But I think we have a clear vision of what we want in terms of success for everyone involved." In general, staff members desire transparency and consistency. One stakeholder summarized:

The transparent, cooperative decisions have produced better results. When admin and staff are working together and communicating openly, it has resulted in better decisions than when the admin goes to one staff member and says, 'This is what we're going to do.' It's better when there is broad input.

On staff surveys, 38% of staff members responding to the survey agree or strongly agree that a clear and collaborative decision-making process is used to select individuals for leadership roles in the building down from 54% in 2013. Forty-eight percent of staff members agree the leadership team listens to their ideas and concerns, and 57% say the building leadership team is comfortable presenting new ideas to the staff. Survey findings show that 77% of family members agree the principal or other administrators listen to their ideas/concerns. Only 48% of students agree or strongly agree they help make decisions that affect them.

## High Levels of Collaboration and Communication

*There is strong teamwork across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community to identify problems and work on solutions.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Levels of Collaboration and Communication				
Collaboration	1	2	3	3
Communication	2	2	3	3

**Collaboration.** As stated in previous sections, staff members generally feel supported in their work, and school leaders provide opportunities for a continuous cycle of feedback and redesign through Monday late start meetings and the walkthrough process. Both of these practices support collaboration amongst the staff. Similar to last year, Monday meetings include a focus on Danielson, TPEP, and AVID, in addition to Common Core. As for formal professional learning communities (PLCs), however, participation varies. The principal said, "I'm confident that not everyone is using their PLC the way they should. I haven't required that enough. It was a pretty big emphasis last year." *While the school has established a team structure for collaboration among all teachers, the use and effectiveness of their PLC time is inconsistent (P3-IVD06).* Typically, there is a half hour staff meeting on Monday late starts, followed by an hour which, according to the principal, "should be time to have PLCs, but they might be just using it for their own lesson planning." Indeed, staff members reported participating in less formal collaborative activities at different times of the day or week. "We talk to each other all the time, but it's not like this is the PLC period," said one staff member. Another staff member said, "I'm not really involved in PLCs. It's hard because I'm the only one. In the past, I have roamed around to different groups when there was a specific meeting time every week, but it's not super formal now." Another explained, "Because most of us are our own department, we don't need to get together to decide what to do next, but when we recognize a student is struggling in one area, we talk about it with other because it usually carries over." Several teachers reported some crossover of lesson planning between subjects. In addition, a staff member reported, "We have done quite a bit of collaboration on writing our goals and whether they are appropriate and within reason of what we can expect our students to achieve." Some staff members meet with educators from surrounding districts such as Moses Lake and Ephrata. "We have extended PLCs outside of the district. You have to; there is only one of you that does anything in this building, explained a staff member. Still others make connections with professional organizations. "There is the MMRE (Making Mathematical Reasoning Explicit). I have a connection with 90 people, 30 of them monthly," shared a staff member.

Staff surveys show that 71% of teachers believe they are collaborating to improve student learning, and 50% say they are meeting regularly to monitor implementation of their school improvement plan. Thirty-eight percent of teachers agree that they collaboratively plan lessons, compared to 51% in 2013.

**Communication.** When asked about a school communications plan that guides communication with the school community, the principal replied, "With staff, it's not formal, but we talk about

sending email because we want to have documentation that this meeting happened.” Because of the small size of the school, most staff members often communicate informally between classes, during lunch, and before or after school. “We talk all the time. When I struggle, I just go next door and ask for help,” said a staff member. However, another staff member reported, “There are definitely issues amongst staff members that have a hard time communicating with each other. People are civil for the most part, but there are certain people who get really upset. It can be kind of catty.”

The school uses Skyward to store and access student information. A staff member said, “We have Skyward. It tells us if [students] have IEPs (Individualized Education Programs) and shows their grades. We also have access to NWEA (Northwest Evaluation Association) data and Data Director.” According to one staff member, “Parents have gotten good at accessing Skyward. I would say maybe 70% access it at the middle school level, and 50% at high school. Some are on there 300 times, and some not at all.” Regarding communication with stakeholders, the principal explained, “For students and parents, we have the automated phone system. They receive absences, announcements, alerts, all sorts of things. We are going to move to a more efficient software system.” For families who need translation services, a staff member said, “We have staff members who translate Russian, Ukrainian, and Spanish. Also some former students come do that for us.”

In focus groups, parents provided mixed opinions about the level of communication they receive. “There are lots of glitches with the phone system. It calls me when my son is not absent,” said one parent. Another reported, “For Skyward, I don’t know my password. I kept trying different things, and then I got locked out.” Another parent commented, “We used to get monthly flyers or newsletters. I haven’t gotten one of those in years.” However, students reported satisfaction with the level of communication. A student shared, “There is a daily bulletin that teachers read to the students.” Another student explained, “There is a school Facebook page that tells us about different events. The sports coordinator does a very good job of updating the Facebook page constantly.” As for access to student grades and information, a staff member said, “Students access Skyward all the time. With AVID, it has helped them take control of their own learning.”

On the staff survey, 67% agree that the school effectively communicates with families and the community using a variety of methods, compared to 90% in 2013. Seventy-nine percent of family survey respondents agree that the school communicates in a way that is convenient for them. On student surveys, 63% of students agree that their teachers talk to them about how they are doing in class.

## Curriculum, Instruction, and Assessments Aligned with State Standards

*The planned and actual curricula are aligned with the Essential Academic Learning Requirements and Grade level Expectations. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	1	3	3	3
Instruction	1	2	2	2
Assessment	2	3	3	3

**Curriculum.** As mentioned in a previous section, teachers in many subject areas teach curricula aligned to Common Core or other relevant standards. *In the past, instructional teams have met over the summer to develop standards-aligned units of instruction for each subject and grade level (P4-IIA01).* "We have the objectives from the text materials crosswalked with the Common Core standards," said a staff member. Regarding the actual curriculum, a staff member explained, "In science, we use the one from the NSTA (National Science Teachers Association). They are working with the Next Generation standards and also trying to make it work with the STEM (Science Technology Engineering and Math)." Another staff member said, "In language arts, we're using a Common Core text book. I use it as my guide, but not for my day to day because it would be rather boring. I tie it to a lot of other resources to supplement." Another staff member shared, "In the math department, our books are pretty solid, but not perfect. We augment the curriculum in some areas because the rigor is not enough."

In terms of vertical and horizontal alignment, Soap Lake is small enough that many teachers comprise an entire department. "I teach sixth, seventh, and eighth grade, so [alignment] is easy," said a staff member. In one subject area, a staff member reported, "We have been in constant contact. We try to use common language, common assessments, and talk about what is important in regards to what the next teacher needs from the students coming up." Another staff member shared, "We have been working really hard on vertical alignment to make sure each grade level is learning what they need all the way up to the Running Start placement test and AP." Another staff member said, "It's an ongoing process to make sure we all understand the standards and who is teaching which one where. We adjust yearly, monthly sometimes." For example, in one subject, a staff member explained, "A couple of years ago we had a hiccup between fifth and sixth grade. We looked at the data, worked it out, and made sure we knew what they didn't understand."

Staff survey results show 60% of staff members believe the staff demonstrates a thorough understanding of state learning standards, compared to 71% from 2013; and 71% believe the programs they teach are aligned with state learning standards, a seven percentage-point decrease from last year. Seventy-one percent of staff members believe the school provides curriculum that is relevant and meaningful.

**Instruction.** As stated previously, most teachers use the Common Core and other pertinent standards to plan their instruction. In addition, some staff members use an instructional framework. A staff member explained, "We developed our own instructional framework as part of the SIG, but they said they wanted us to use one of the otherwise developed ones. We chose Danielson." Staff members vary in the extent to which they use the framework for daily lesson planning. "I follow the Common Core and keep in mind the Danielson framework at the same time," reported a staff member. Another said, "I don't use a framework as an intentional thing, but I have it in the back of my mind, trying to maintain the components." Another staff member reflected, "When I'm designing lessons, the biggest piece is asking what the students are going to do and how I am going to know that they understand it."

In general, there seems to be a common understanding of what constitutes effective teaching and learning. "I would say our teachers would all agree on the basics, the idea of student discovery," said a staff member. "That has been one of the bigger focuses for the year. At Monday meetings, we have looked at a lot of good things and understand what makes it a good lesson or a powerful activity," reported a staff member. *While there hasn't been an instructional leadership team, the principal ensures a focus on monitoring and making adjustments to continuously improve the core instructional program based on identified student needs (P4-IIA03).* However, a staff member commented, "It would be lovely to have more conversations about excellence in teaching."

According to the STAR classroom observation data, teachers used a variety of questioning strategies in only 26% of classrooms (Indicator 8). Students constructed knowledge in 47% of classrooms (Indicator 5) and experienced collaborative learning opportunities in just 26% of classrooms (Indicator 14). Observation results reveal students experienced instructional approaches adapted to meet the needs of diverse learners (differentiation) in 68% of classrooms (Indicator 15). In focus groups, students reported how their teachers use different methods to help students learn. "In our English class, we are preparing for the AP exam. Instead of just memorizing a list of words, we made board games to help with our vocab," explained a student, "There are a lot of teachers who do stuff like that; they make it challenging, but give you rewards and make it fun." Another student shared, "They try having students explain to other students because sometimes it's easier to learn from your peers." *Based on these findings, it appears most teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment (P4-IIA07).*

On staff surveys, 60% agree instruction is personalized to meet the needs of each student. On the student surveys, 71% of students agree their teacher help them learn in more ways than just talking in front of the class, and 70% say their teachers usually find another way to help them understand if they are having trouble learning something. From family surveys, 86% of family members believe there is help available to their child if he/she needs it, and 75% believe struggling students receive early intervention and additional help. Sixty-nine percent of family member respondents agree the teachers accommodate their child's special needs by adjusting instruction.

**Assessment.** Similar to last year, SLMSHS uses both summative and formative assessments which are integrated into their instruction. A staff member said, "We have the formal assessments: NWEA (Northwest Evaluation Association), MSP (Measurement of Student Progress), HSPE (High School Proficiency Exam), RBA (Reading Benchmark Assessment), MBA

(Math Benchmark Assessment).” In addition, different subject areas use their own assessments to monitor student progress. For example, a staff member shared, “In science, we have a lot of performance based labs, both formal and informal. I did my own pre and post-tests aligned to the current state standards in biology.” Another staff member reported, “I usually post my objectives, and before a quiz, we go over that in a review discussion and the objectives will drive that review.” As mentioned previously, *staff members collaborate to assess the strengths and weaknesses of the curriculum and instructional strategies, using student performance to inform future planning (P5-IID08)*. Regarding **P5-IID12** (*All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments*), the Indistar Comprehensive Plan Report states that data is analyzed using Data Director to determine which standards have been mastered and which need further attention. Individually, teachers also track progress toward meeting the objectives in their own classrooms. A student shared, “Teachers give us a sheet at the beginning of the year that tells us what they want us to accomplish.” All students in focus groups reported frequent receipt of their assessment data in ways that were easy for them to understand and track.

According to the staff survey, 83% of staff members agree common benchmark assessments are used to inform instruction, an increase of 12 percentage-points from 2013. Similarly, 67% of staff members agree regular unit assessments are used to monitor student progress, compared to 71% in 2013; 77% of staff members agree the school uses assessments aligned to standards and instruction, up from 76% in 2013.

## Frequent Monitoring of Learning and Teaching

*A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	1	2	3	2

**Supporting students in need.** Stakeholders report increased data use this year at Soap Lake. According to the principal, "The staff is willing to look at data more than ever." When asked how the data are broken down into different subgroups, the principal said, "I think we do a number of different ways, but I don't think we're completely clear on where that takes us in terms of next steps." According to one stakeholder, the school is not doing enough to address the learning needs of certain populations. It can be difficult to look at subgroups because, as a staff member explained, "With Russian and Ukrainian, they are considered Caucasian, so they don't separate that out. They come here sometimes not speaking English at all, but they are still in the same category." As mentioned earlier, some staff members believe the school struggles to serve ELL students, particularly the Hispanic students. "Teachers' skillsets in things like formative assessments and working with kids who don't speak English at home and providing interventions is very low," stated a stakeholder, "In terms of using data, if they would attack that and look at the data about ELL kids, their overall performance would go up. But teachers don't know what they should do with them."

At SLMSHS, ELL students are mainly served in a pull-out model. In the ELL classroom, students receive help on their goals or work from other classes. A staff member stated, "In ELL, most of the strategies come from GLAD—visuals, hands on, a lot of internet resources." Staff members reported that most had received training in ELL strategies several years ago. "There hasn't been much leadership around ELL," reported one stakeholder. A staff member explained, "You can just walk down to the ESL teacher and they give you good ideas to work through something." Within the ELL classroom, students are individually monitored. "We have files for all of our students and every year I set a plan for them. We received their WELPA (Washington English Language Proficiency Assessment) scores and the listening part was missing, so we practiced those skills," said a staff member.

For students in special education, a staff member explained, "At the high school level, we have guided studies in the afternoon. In order for us to meet the needs of kids, they work on things they are working on in other classes, but they are working on their IEP goals at the same time." Stakeholders mentioned the importance of holding high expectations for students in special education. A staff member said, "Some students have gotten into the mindset that they are on IEP so they can't succeed, but I have changed that mindset." In addition, "The staff downstairs [paraeducators] do a good job of pushing the kids [academically], and we modify things for them to be successful."



In the general education population, a staff member explained, "Student groupings are adjusted based on how the kids are doing. Reteaching or adding extensions are other things that happen when kids are struggling with a concept." The school also offers the READ 180 program to help struggling readers. AVID strategies are used school-wide to help students with organization and study skills. A staff member said, "Because of the data, we converse with the AVID teachers because it's an opportunity to get extra tutoring on a particular topic." Between AVID and the 21<sup>st</sup> Century connection, students receive extra support both during and after school. "We have offered summer school for four or five years, which in the past has been used for credit retrieval. We have expanded it to classes we don't offer here," stated a staff member. Another staff member said, "They all have student learning plans and all teachers make modifications. We talk that over during our collaboration time. We have the same students so we know who needs special help." A staff member reiterated, "Because we are so small, we know our kids well and it's easier to look at each kid as an individual."

In general data use at Soap Lake has improved. "Our understanding of data sources and how to use them has grown greatly over the four years," said a staff member. However, there is still work to be done in order to most effectively utilize the data *to inform modifications and monitor the progress of extended learning time programs and strategies being implemented (P3-IVD05).*

On surveys, 60% of staff respondents agree that assessment data is used to identify student needs and appropriate instructional intervention, down from 68% in 2013. Half of staff members agree struggling students receive early intervention and remediation to acquire skills, up from 46% in 2013. Fifty-four percent of staff members agree data from classroom observations leads to meaningful change in instructional practice, compared to 63% in 2013. According to the family survey, 69% agree their child's teacher accommodates their child's needs by adjusting instruction. Student survey results show 60% of students agree their teacher listens to their ideas or concerns, and 73% of students agree students get extra help when they need it. Sixty-one percent of students agree they often work with other students to solve problems, and 63% say their teacher tells them the purpose for each lesson or activity.

## Focused Professional Development

*A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focused extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Focused Professional Development				
Planning and Implementation	1	2	3	3
Curriculum, Instruction, and Assessment	1	3	3	3

**Planning and implementation.** When asked how the school determines the professional development needs of its teachers, a staff member replied, "It basically comes from staff input. [Opportunities] are admin directed based on the grant and state requirements. As a staff, we look at them and see what best fits our needs." Multiple staff members reported a willingness from administrators to send them to relevant trainings. "We have had administrative support for professional development. Even though money is tight, the superintendent sees the need for improved instruction and knows those processes take time," reported the principal. "The staff is pretty strong and active in seeking out professional development, and the administration has supported that," stated a staff member. "There have been times when I have said I would like to go to a particular training, and if I can justify it, I can go," said a staff member. Another staff member reported, "I haven't had a lot of trouble convincing admin to let me go to things I think are important. I feel like I have been pretty proactive in determining what I need; they have been really supportive of it." In terms of quality, a staff member stated, "The stuff we do on our own is super valuable because we can choose what we need. The school-wide Danielson stuff is just a waste of our time." Another staff member called the Danielson trainings "repetitive." While not all staff members appreciate the time devoted to Danielson and Common Core, many are seeing results in the classroom. When asked if they have seen changes in instructional practice, a staff member stated, "Oh yeah. Probably one of the best examples is how we are setting objectives and meeting them in the classroom. And how we set up our lessons in general to meet whatever the new standards are." When asked if the professional development they receive is enough, a staff member said, "Yeah, but you can always use more; you always want more."

For the most part, *professional development appears to be aligned with identified needs based on staff input, but it is unclear whether staff evaluation and student performance are considered (P2-IF11). However, the school attempts to provide all staff high-quality, ongoing, job-embedded, differentiated professional development (P2-IF12). It is unclear whether the school sets specific goals for professional development and monitors the extent to which staff has changed practice (P2-IF14).*

Staff responses on the survey were relatively low. For example, 54% of staff members feel positive about their professional development opportunities. Specifically, 46% of staff members believe appropriate data are used to guide building-directed professional development, down from 61% in 2013; 46% believe professional development activities are sustained by ongoing follow up and support, down from 68% last year. Sixty-four percent of staff members agree

they participate in a professional learning community focused on improving student learning, up from 63% in 2013.

***Curriculum, instruction, and assessment.*** As mentioned in previous sections, the staff meets every Monday during late start for professional development. “We watch a quick video clip teaching to the Common Core. We connect the Common Core and the Danielson framework,” said the principal. As stated above, not all staff members find these trainings useful or necessary. In addition to the professional development offered at late start Mondays and the individually selected offerings, the principal stated, “There are also full day professional development opportunities throughout the year.” A staff member reported, “Last summer, we went to Common Core training for language arts.” As reported earlier, the math department spent time during the summer aligning their curriculum and instruction to Common Core. Despite these experiences, some staff members expressed frustration and confusion over the direction they should head in terms of alignment and requirements in Washington. A staff member stated:

There are a lot of changes going on in the State of Washington and the requirements for the graduates of tomorrow. It would be beneficial for us as a staff to have an unbiased person presenting what the future looks like as far as Common Core, and moving to the Smarter Balanced test. It doesn't seem like anyone has a clear direction of where we're going.

Aside from professional development around state-required shifts, the staff participates in other opportunities. A staff member explained, “Some professional development is as a staff. Two summers ago, the entire staff went for AVID training.” Some staff members have received training on GLAD strategies, but it has been a few years. Some staff members have also been trained in PBIS. It is less clear what specific training the staff has received in using assessments and interpreting data to determine individual learning needs. As mentioned previously, some stakeholders believe the school could use more training in interpreting data to address the needs of specific populations within the school. While most staff members do not believe there are any concerns with cultural issues, it may also be beneficial for all staff members to receive training on addressing the unique needs of the population they serve.

On the staff survey, 63% agree the teachers engaged in professional development activities to learn and apply new skills and strategies, a 17 percentage-point decrease from 2013. Only 54% say teachers engage in classroom-based professional development activities that focus on improving instruction, a drop from 63% in 2013.

## Supportive Learning Environment

*The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Supportive Learning Environment				
Safe and Orderly Environment	2	2	3	3
Building Relationships	2	2	3	3
Personalized Learning for All Students	2	2	3	3

***Safe and orderly environment.*** The physical structures of SLMSHS are well-maintained and seem to provide a healthy and orderly environment for students and staff alike. There are computer labs at both ends of the building, which provide students with access to technology. A staff member stated, "It's still a pretty new building; the physical facility is good."

As far as school-wide classroom management and discipline policies, Soap Lake is in a period of transition. When asked if there are school-wide practices, a staff member replied, "You are allowed leeway within the student handbook to deal with discipline as you choose. We don't really have a big discipline problem." Another staff member reported, "They started a committee to implement PBIS." However, there are conflicting reports about the timing of the implementation of the new PBIS system. According to one staff member, "We are implementing it [PBIS] this year. It will become more school wide." Meanwhile, a parent focus group participant stated, "As a teacher, you can't start a behavior plan in April," indicating again that the PBIS system was established midway through this year. Another staff member reported the training would start this summer and that staff "will pull in PBIS next year," indicating communication about the PBIS system may have been inconsistent. A staff member explained how the school previously used a different system:

We were trained on using Think Time. The kids signed confessions and plans of action, but then it was changed to PBIS. Think Time held kids more accountable for their own actions. I think the PBIS takes more time for teachers to implement all the positive praises and give rewards.

The Comprehensive Plan Report also lists AVID organizational strategies as a way to reinforce classroom and school rules and procedures. *Many teachers reinforce classroom rules and procedures by positively teaching them; however, the reports of multiple discipline systems within the school make it difficult to measure the level of reinforcement (P6-IIIC13).* In general, *the school ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being) (P6-IIIC16).*

SLMSHS has school-wide behavior expectations, upheld by overarching rules for discipline (suspensions, expulsions, etc.) that seem to be consistently followed. "I would say for the big rules, the teachers go by the policies in the handbook," one student shared. However, there seem to be different discipline policies in each individual classroom. One student explained,

"You get a warning and then sent to the office," and another stated, "If they write a referral, you get a detention after school." Another student said, "Different teachers have different ways of doing things. There are little rules like no cell phones, a teacher might take it away, or others give you a warning. Or no food. Things like that." When asked how well these systems and rules were working, one student said, "Most teachers give you a warning. It's not like one teacher ganging up on certain students." To ensure that students and families are aware of the behavior expectations, students are given handbooks at the beginning of the year to take home to their families to sign. The handbook is also available online.

Parent focus group members tend to disagree with the level of classroom management in the school. "There is no behavior management," one parent reported, "There are probably two teachers in the whole school with great classrooms. There are classrooms with nothing, no discipline, no respect, and no follow through." Another parent added, "Kids want to know where their boundaries are. No one is giving them any guidelines." Despite the school's plan for each family to get a handbook at the beginning of the year, some parents reported not receiving one.

In surveys, the majority (94%) of staff members agree that students believe the school is a safe place; however, only 58% believe that staff members enforce consistent behavior expectations and consequences in their classrooms (down from 78% in 2013). On the family survey, 87% of respondents agree their child feels safe at school, and 79% believe the school has clear behavior rules that are consistently applied to all students. Sixty-five percent of student survey respondents agree that they feel safe at school, and 63% percent of students agree that discipline problems are handled fairly and quickly.

***Building relationships.*** Since the school is smaller in size, teachers have multiple opportunities to get to know students and build sustained relationships with both students and families. Since teachers teach multiple grade levels and courses within their subject area, a staff member said, "The kids might have us two to three times a day for multiple years." Another teacher added, "We have all been here long enough now where we have had siblings come through, or even children of past students." According to many teachers, this constant contact with the students and/or their families strengthens the relationships. One teacher explained:

I think we develop extremely strong relationships with students because we interact with them for multiple years. We have a lot of time to develop respect for each other and where we are coming from. This strengthens the bond and accountability for them to do their job and for me to do mine.

Another staff member shared, "I think sometimes relationships at a small school are like being trapped at a family reunion. After a while, it gets old, but after the weekend you can't wait to see them again. The relationship piece is unique." Teachers use many different strategies to develop relationships with the students at SLMSHS. "We know them really well," a student shared, "From sixth to eighth grade, you have them every day. At the beginning of the year we share things about ourselves and get to know each other." Another student explained:

I know their whole life story. They tell what they went through in high school. They show you what you can go through and they are pretty open. They constantly relate what they went through in high school to things we are going through.

Students reported a long list of activities teachers have them do in order to get to know them better: "We write essays about ourselves, the teachers ask us questions, and we have SLCs (student-led conferences) where our parents talk to the teachers." According to students, these activities help them trust their teachers. "You can trust them more and listen more. You get in trouble less. And you have the confidence to ask them questions," a student reported. Overall, the small size of the school contributes a great deal to the strong relationships in the school. As one teacher put it, "We are the safe adult for students. We have a closer connection with all of our students because of the small school." Parents agreed, saying, "With teachers being involved, making it personal makes the kid feel more important. They expect more out of the kids when they know them better."

According to the focus group participants, relationships between staff members seem to be strong as well. One staff member shared, "I think we get along relatively well. There is a lot of respect for each other." Another staff member shared, "Relationships are about as good as you're going to get. There are always people you don't get along with, but I think it's about as good a work environment as you are going to find."

If staff or families need to communicate with the administration, the feedback system at SLMSHS seems to be very open and informal. Surveys are conducted, but according to a staff member, "We have a constant open door or open email policy. If something comes up, it always gets acknowledged. [The principal] will get it done." Another reported, "The system is pretty informal. It has become more open and parents are feeling more welcome to give their input. The leadership is more willing to sit down to listen to them." Staff members felt that parents are comfortable with coming in to talk to the teachers and the administration. "I believe we can go straight to the principal, and the principal can go to the superintendent and the board. If he's not available at that time, he's really good at returning phone calls," one parent shared. Alternatively, a parent representative stated, "I don't know much of what happens at the school. You used to hear things all the time. It was an open door policy; now it seems so hush-hush."

In surveys, 77% of staff respondents agree that students believe the adults in the building genuinely care about them, down from 88% in 2013. According to family surveys, 83% of families agree the school provides a caring supportive environment for their child. Eighty-seven percent of families agree that families and employees at the school talk respectfully with one another. On student surveys, 78% of students agree that there is at least one adult at the school who knows and cares about them.

***Personalized learning for all students.*** As mentioned in various sections, the small size of the school allows educators to form close relationships with students and helps them create personalized learning opportunities. A staff member reported, "This year we are more flexible for students who need extra attention or plans. It is easier to come up with out of the box ideas. There is a willingness for people to work together and try other things." Staff members mentioned using flexible student groupings to support students. A staff member explained, "I have groups in my classes; they change depending on what we are doing. I differentiate homework and entry tasks all the time based on the data." Many staff members reported how the use of school-wide AVID strategies really helps students succeed. "Every kid gets their binder, calendar, and planner. Some of our kids have had huge increases in grades because of

the organizational skills. They say, 'I know where my stuff is now,'" reported a staff member. "Through AVID, the kids are learning study skills and getting extra tutoring," said a staff member. Another staff member explained, "They use Cornell notes and different learning strategies." A student reported, "AVID tells you how to organize your binder and how to prepare for college. Even if you're not in AVID, most teachers try to teach you time management skills."

Students and staff members explained how the school helps prepare students for the next phase of their education. "They are helping us think about college already," said a student, "There is a college and career prep class and AVID." Another student shared, "In CWP class, we have the fifth year plan. What are you doing after graduation? How are you going to pay for it? Where do you see yourself in 10 years?" Students also have the opportunity to go on field trips to college campuses through the Gear Up program. "We try to get every kid on at least one college campus at least once a year," said a staff member. The counselor also took some students on a college visit "to get them excited about college."

When asked how student accomplishments are celebrated, a staff member replied, "I think that's one area I'm most disappointed in. Things seem to have tapered off. There is something at the end of the year, but it's not as big as it could be." However, other staff members mentioned the evening of excellence, where teachers recognize students in different subjects. "In the classrooms, I'm sure teachers have unique rewards systems to celebrate little successes," said a staff member. There are various groups and clubs such as honors society, knowledge bowl, and sports. "The daily bulletin will recognize students," stated a staff member.

On the staff survey, 56% of staff members say they have a system for celebrating student successes. Fifty-nine percent of students agree that student success is celebrated at the school, and 73% agree the school is doing a good job of preparing them to succeed in life.

## High Level of Family and Community Involvement

*There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.*

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Levels of Family and Community Involvement				
Family Communication	1	2	2	2
Family and Community Partnerships	2	2	3	2

**Family communication.** According to staff members, the school produces a newsletter every month that the families can come and pick up. The school website is kept up to date with upcoming events, awards, and other school news. There is a Facebook and Twitter page for the school, and many teachers and students are connected through texting. "We try to utilize technology as much as we can for communication," a staff member explained. Some teachers have more contact with families than others, simply by the nature of their role in the school. Many teachers email or call families when there are issues at school. The school uses a voice messaging system to communicate emergency information or announcements, and teachers hold conferences with the families and meet with parents about grades or behavior. Some teachers send letters home to parents. Many teachers connect with family members at sporting events. "I make it a point to connect with parents at the games, even if just to say hi. I connect it to how their student is doing in the classroom. The more I talk to parents, the more the student behavior is better in class," one staff member shared.

As stated in an earlier section, parent focus group participants shared varying opinions about the school's communication with families. "As a parent, I hear practically nothing about what is going on here," one parent shared. Another parent explained, "The school only reaches out when it's something they want, or they already have it lined up and they just want to get you on board." Some parents felt that they only heard important information at the open house. "We are welcome to come to the school board meetings," one parent said, however not all parents can attend these meetings. Some students are from out of district, and as a result, the parents are not always able to attend informational meetings. Another parent said, "They used to send out the different events, but they don't anymore." Some parents felt that sending flyers home with students was an inefficient way of communicating with families, as often the flyer never made it home. Overall, parents seemed to find communication between the school and families lacking.

Current practices and perceptions indicate the school could use more support implementing **Indicator P7-IVA02** (*The school's key documents are annually distributed and frequently communicated to teachers, school personnel, parents, and students*). While staff members reported documents being sent home annually to families, some parents in focus groups did not recall receiving the handbook or newsletters. *It does not appear that the school has a formal Compact that includes information on what parents/families can do to support their students' learning at home ; however, stakeholders attempt to increase parental involvement in their students' education (P7-IVA04).*



As mentioned in a previous section, parents can access their student's information via Skyward, which staff members believe "opens up a lot more conversations with parents about grades." The principal explained how the school will transition to other systems for storing student information:

When we talk about parent teacher conferences, we try to equip all concerned parents with the ability to access student information. That's why I'm excited about Canvas and Homeroom. This will let parents see the assignments at home, or the instruction that is happening this week.

For families who do not have internet access at home, the school provides computers in the school library, so parents can access the internet. The principal explained:

That's my invitation for parents to come into the library any time, also the city library and the alternative school. I'm confident teachers invite them into their classrooms to use their computers. We also have some evening ESL classes, and we help them look at student's grades as well.

Staff members explained that students can access Skyward from their phones and show their parents how to do it as well. The principal shared, "With respect to our parent connection, we plan to research more ways to connect with them in the way of the next steps in homework organization." SLMSHS reportedly has a few outreach programs to help encourage parents to get more involved. Gear Up and AVID teachers have separate parent outreach nights to educate parents and families about scholarship opportunities, and other financial opportunities.

As reported in a previous section, 56% of staff members believe the school communicates with families using a variety of methods, and 65% of staff members believe teachers effectively communicate student progress to parents. Fifty-six percent believe the school communicates effectively to families of all cultures. On the family survey 77% agree or strongly agree that they school staff kept them informed about what is going on at the school. On student surveys, 68% of students agree their family feels welcome to visit the school at any time, and 43% agree that family participates in events or activities at the school.

***Family and community partnerships.*** Stakeholders provided mixed experiences regarding family and community partnerships. According to some staff members, parent involvement is "the best it's ever been." One staff member reported:

It's normal for parent involvement to decline from elementary school, but I see more and more parents all the time. I think that the staff is making efforts to invite parents more. We have been directed to make more efforts to bring parents in. A lot of parents were never comfortable here in the first place. We try to make them feel more comfortable.

However, not all parents in the focus groups shared this experience. When asked if they feel welcome at the school, one parent replied, "Sure. I just choose not to come here anymore. Before, I liked coming here; it was more like a family. Now you come down here, and no one is really approachable."

There is also an outreach program called Parents for Kids. According to a staff member, "It's a group that helps do things for the school. They are involved in getting parents involved. It's like a PTA (Parent Teacher Association), but it's not." Without a formal PTA, there is not as much structure available to maintain parent outreach programs.

According to the administrator, SLMSHS is "doing better with the parent piece." The principal explained, "We hope to add more parent teacher conference sessions and dates within the school year. Maybe reduce intensity, but have more of them." One staff member explained, "It's not difficult to contact parents, but getting them to come in is a challenge. Many work very long hours and sometimes things here aren't always worth their valuable time." Another staff member agreed, adding, "Parent volunteers are not a strength. A lot of people work. We are in an impoverished area. A lot of people are working long hours and low pay."

Some staff members reported, "There is a lot of outreach to get the community involved." There are a few volunteers that work at the school library a few times a week. The fire department gave the basketball team a send-off when they went to state. The local Lion's Club acts as a sponsor of some school teams. It also collects donations for younger kids, as well as do hearing and eye checks at the schools. Science fairs serve as a way for the community to be involved with the school, since the judges are all people from the community. In addition a staff member shared:

For the last two years, our reading fair would rival any in the country. We had student, staff, and community people volunteer for that. The unions went and got money to purchase give away books. The admin went to the Lion's Club and got money to provide food. It was great.

There is, however, a need for more community involvement. According to the information gathered, there does not appear to be an avenue for facilitating *Indicator **P7-IVA01** (Parent/family representatives advise the school leadership team on matters related to family-school relations)*. Similarly, there is little evidence that ***P7-IVA13** (The School has engaged parents and community in the transformation process)*.

On the staff survey, 81% of staff members agree the school encourages parent involvement. However, only 38% of staff members agree they collaborate with parents and the community on important decisions, a decrease from 59% last year. Only 29% of staff members agree community organizations and/or family volunteers work regularly in classrooms and in the school. On the family survey, 73% agree that they are encouraged to collaborate with their child's teacher about their child's learning.

## Summary and Recommendations

Over the last year, progress at Soap Lake MSHS has plateaued in some of the *Characteristics of High Performing Schools*. While staff members are engaged in many beneficial practices, perceptions from all stakeholders were not always positive. While many areas of the rubric remain at the “Leads to Effective Implementation” stage, several areas decreased or remained at the “Initial, Beginning, Developing” stage. The school has continued to put effort into developing and sustaining systems to build the capacity of staff members. In most subject areas, there is a clear focus on understanding and teaching to the standards as well as using assessment information to modify instruction. Staff members have increased their academic focus and efforts on getting students ready for meaningful futures. Most staff members show a strong commitment to their school, students, and to the community.

While online options have created better access to higher-level coursework options, the school continues to struggle with the level of rigor in classrooms. Sustained focus on instructional best practices and evaluation through walkthroughs have supported have increased staff members’ knowledge base of powerful teaching; however, observers did not clearly observe this in the classroom. Given the upcoming change in leadership, Soap Lake staff members must work to maintain their focus on instructional improvement and other goals. The following recommendations represent the most critical areas to move forward with the *Transformation* model and the corresponding required elements, which are aligned with Indistar indicators:

**Create a clear and shared focus with the incoming administrator.** Given the upcoming shift in principal leadership, it would be beneficial for the entire staff to revisit the process of defining the school’s mission, belief statements, and goals, so that everyone is in agreement going forward. The new principal will need to align his or her beliefs and goals to fit the current needs of Soap Lake MSHS. Please refer to *Principle 1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes*.

**Support high academic expectations with increased rigor through powerful teaching and learning.** Despite reports of increased rigor, scores on STAR classroom observations decreased this year, and several STAR indicators scored very low. While school leaders and staff members are engaged in professional development looking at best practices in teaching, it is not manifesting in the classrooms. Across the school, there is a growing common understanding and common language around instruction, but there are not common practices. With continued focus on instruction, these should emerge. Please refer to the STAR report for specific recommendations and strategies. Also, refer to *Principle 2: Ensure that teachers are effective and able to improve instruction (IF11, IF12, IF14)*.

**Clarify leadership and decision-making structures.** As stated many times in the report, leadership teams have not been effective in the past at Soap Lake. Currently, a new team has been established in order to inform the process of selecting a new principal and helping sustain the mission of the school through the transition. Efforts should be made to maintain this team as an instructional leadership team, even after the leadership transition occurs. It is important to have a structure for distributed leadership, with clearly defined roles and a broad representation of stakeholders. Many of the Indistar Expected Indicators call for the “leadership team” to be involved in establishing, monitoring, or adjusting key functions within the school. For example, please refer to *P4-IIA03, P6-IIIC16, and P7-IVA01*.

**Use student data to inform and differentiate instruction to meet academic needs of individual students.** Once again, progress has been made to implement differentiation based on student data. While staff members are using data more than ever before, many stakeholders mentioned a lack of knowledge in terms of what to do next. Specifically, use of various data types should be increased in the area of providing structured, specific supports to various subgroups. Additional efforts in this area should be guided by Indistar *P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented and uses data to inform modifications* and *P4-IIIA07: All teachers differentiate assignments in response to individual student performance on pre-tests and other methods of assessment*. In addition, special focus should be placed on *P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies*, and *P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments*.

**Develop and expand connections to families and community.** Family and community engagement continues to be a struggle for Soap Lake. While parents attend some functions and parent-teacher conferences, there is little involvement on a regular basis. Many parent focus group participants mentioned feeling “out of the loop” regarding school communications. The school should make sure parents are continually informed of how to access information, and should continue to send correspondence in multiple formats. It is also important that parents continue to be encouraged to participate in both formal and informal activities within the school to develop partnerships between the school and community. The school may find it useful to consult with other districts to see what strategies have been effective in increasing parental and community participation. Please see Indistar *P7-IVA02* and *P7-IVA04* for specifics on how to communicate with and engage families.

## Appendix A – District Survey

Scoring of the conditions under each model as **"In Place"** or **"Able to Put in Place"** is based on:

The condition for the model does not currently exist and essential pieces for implementing the condition do not exist (e.g., policies, procedures, collective bargaining language, and programs or processes are not in place). This scoring level does not mean that the condition cannot be implemented; but rather that implementation will be more demanding, require more extensive engagement of all parties, and require greater external support and assistance.

Essential pieces to implement the condition exist (e.g., no significant barriers are contained in the current collective bargaining agreement, existing programs lend themselves to adaption). The condition can be implemented at an acceptable level with some support and assistance.

The condition is currently in place at an acceptable level.

(4) The condition is currently in place at a high level and could be considered as an exemplar.

The ratings in the table below come from an analysis of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

<b>Actions</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
<b>Teachers and Leaders</b>							
Replace the principal.	<b>X</b>	<b>X(O)</b>	<b>1</b>	<b>NA</b>	<b>4</b>	<b>4</b>	Our current principal is in his second year, and has proven extremely effective in working with the school as a Turnaround Leader. However, he will be leaving the school in June. The district will employ the same recruitment and interview strategies as the last time to search for a new principal.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	<b>X</b>		<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	Newly hired staff were selected based on their ability to deliver a rigorous program that is supportive, yet challenging to students. They are proving to be strong instructors.
Screen all existing staff, rehiring no more than 50% of the school staff.	<b>X</b>	<b>O</b>	<b>1</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	<b>X</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	All teachers write student growth goals and are rewarded with incentives if they meet their goals. This agreement about incentives is included in the MOU of the teachers contract.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	<b>X</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	The new state evaluation system is being used with all teachers and the principal. All teachers and principals are expected to write student growth goals and are scored on those based on new state scoring system.

<b>Teachers and Leaders (Cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
Identify and reward school leaders who have increased student achievement and graduation; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	<b>0</b>	<b>X</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>NA</b>	<b>NA</b>	The district is very small making transfer agreements irrelevant.
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.					<b>2</b>	<b>3</b>	All core curriculum has been replaced during the three years of the grant period. All core content teachers are using instructional materials that are research based and vertically aligned to the CCSS.

<b>Instructional and Support Strategies</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	<b>X</b>	<b>X</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	All core curriculum has been replaced during the three years of the grant period. All core content are using instructional materials that are research based and vertically aligned to the CCSS.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	<b>X</b>	<b>X</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school's professional development program is centered around the weekly Monday late start sessions. All teachers participate weekly in professional development around the instructional framework, and new instructional expectations for rigor, etc. Teachers work with the principal to design and deliver the professional development content.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	<b>X</b>	<b>X</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school has fully implemented the Data Director tool as a platform for organizing and analyzing data as well as creating formative assessments. They are in the third year of administering the Reading Benchmark assessments and Math Benchmark assessments 3x/year.
Institute a system for measuring changes in instructional practices resulting from professional development.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	The principal has developed a classroom walkthrough process in which all teachers have the opportunity to do a structured walkthrough with peers 4x/year. The walks are debriefed and the peer teachers have the opportunity to provide feedback to the teacher. Focuses for the walks change throughout the year, and teachers are provided feedback on progress on the instructional framework.



<b>Instructional and Support Strategies (cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school has done ongoing work with curriculum alignment throughout the period of the grant. This year a consultant was hired to work with science staff on implementation and alignment of the science program.
Implement a school-wide response to intervention model.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	The school is beginning to implement PBIS, as well as GLAD strategies for some staff.

<b>Instructional and Support Strategies (cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
Use and integrate technology-based supports and interventions as part of the instructional program.	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	READ 180 was added this year for intensive level readers. Students also take classes through APEX.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school has been recognized a number of times for its graduation rate.
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	One AP Literature course was added this year, with one teacher attending the training. This is the 3rd year of implementation of UW credit class in Oceanography, Biology.
Secondary Schools: Improve student transition from middle to high school.	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	Some beginning work on vertical alignment is planned for June 2014. The school is also adopting PBIS, which is currently used in the elementary school.
Secondary Schools: Establish early warning systems.	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	

<b>Learning Time and Support</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	<b>X</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school has offered an extended learning time during the length of the grant. They also have an extensive summer school program.
Provide appropriate social-emotional and community-oriented services and support for students.	<b>X</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	PBIS will be implemented in the fall 2014. AVID is in the 2nd year, and is available to students in grades 6-11.
Provide ongoing mechanisms for family and community engagement.	<b>0</b>	<b>X</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	Plans for the fall of 2014 include hiring a bilingual Spanish speaking home liaison.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	Advisory has been part of the school day since the grant began with varying results. In 2014-15 plans are being developed to formally hold advisory 1x/week.
Implement approaches to improve school climate and discipline.	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	AVID has been implemented school wide, and all students receive a 3 ring notebook at the beginning of the year. PBIS will be implemented in the fall.
Expand program to offer pre-kindergarten or full day kindergarten.	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	Full day kindergarten has been available to all students for a number of years.

<b>Governance</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Score</b>	<b>2012 Score</b>	<b>2013 Score</b>	<b>2014 Score</b>	<b>Comment</b>
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	<b>X</b>	<b>O</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>NA</b>	School district only has 2 schools.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	<b>X Principal</b>	<b>X School</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>NA</b>	
Ensure school receives intensive ongoing support from district, state, or external partners.	<b>O</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	Make full use of all supports offered through the grant with OSPI.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	<b>O</b>	<b>O</b>	<b>1</b>	<b>1</b>	<b>NA</b>	<b>NA</b>	
Implement a per-pupil school based budget formula that is weighted based on student needs.	<b>O</b>	<b>O</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	Some additional resources out of local funds have been allocated to the MS/HS due to their needs. (i.e. READ 180, additional math teacher)

## Appendix B – Colleges Attended by Graduates

College Name	State	# of students attending	High School Graduation Year
BIG BEND COMMUNITY COLLEGE	WA	10	2004
EASTERN WASHINGTON UNIVERSITY	WA	1	2004
NORTH CENTRAL UNIVERSITY	MN	1	2004
WENATCHEE VALLEY COLLEGE	WA	1	2004
WHITWORTH UNIVERSITY	WA	1	2004
BIG BEND COMMUNITY COLLEGE	WA	4	2005
UNIVERSITY OF PHOENIX	AZ	3	2005
CENTRAL WASHINGTON UNIVERSITY	WA	2	2005
SPOKANE FALLS COMMUNITY COLLEGE	WA	2	2005
BELLEVUE COLLEGE	WA	1	2005
EASTERN OREGON UNIVERSITY	OR	1	2005
EASTERN WASHINGTON UNIVERSITY	WA	1	2005
EVERETT COMMUNITY COLLEGE	WA	1	2005
NORTHEASTERN STATE UNIVERSITY	OK	1	2005
OREGON INSTITUTE OF TECHNOLOGY	OR	1	2005
SIERRA COLLEGE	CA	1	2005
BIG BEND COMMUNITY COLLEGE	WA	10	2006
ITT TECHNICAL INSTITUTE	WA	3	2006
SKAGIT VALLEY COLLEGE	WA	2	2006
WESTERN WASHINGTON UNIVERSITY	WA	2	2006
ALLAN HANCOCK COLLEGE	CA	1	2006
ARGOSY UNIVERSITY - SEATTLE	WA	1	2006
EASTERN WASHINGTON UNIVERSITY	WA	1	2006
EDMONDS COMMUNITY COLLEGE	WA	1	2006
HIGHLINE COMMUNITY COLLEGE	WA	1	2006
MORAIN VALLEY COMMUNITY COLLEGE	IL	1	2006
SOUTHEAST MISSOURI STATE UNIVERSIT	MO	1	2006
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2006
SUNY UNIVERSITY AT BUFFALO	NY	1	2006
TRINITY CHRISTIAN COLLEGE	IL	1	2006
WASHINGTON STATE UNIVERSITY	WA	1	2006
BIG BEND COMMUNITY COLLEGE	WA	7	2007
CENTRAL TEXAS COLLEGE-TRADITIONAL	TX	1	2007
DEVRY UNIVERSITY - DENVER	CO	1	2007
ITT TECHNICAL INSTITUTE	WA	1	2007
JOHNSON & WALES UNIVERSITY	RI	1	2007
LANE COMMUNITY COLLEGE	OR	1	2007
LEWIS-CLARK STATE COLLEGE	ID	1	2007
MONTANA TECH OF THE UNIVERSITY OF	MT	1	2007
NORTH SEATTLE COMMUNITY COLLEGE	WA	1	2007
PACIFIC LUTHERAN UNIVERSITY	WA	1	2007
SKAGIT VALLEY COLLEGE	WA	1	2007
UNIVERSITY OF IDAHO	ID	1	2007
WALDEN UNIVERSITY	MN	1	2007

WALLA WALLA COMMUNITY COLLEGE	WA	1	2007
WASHINGTON STATE UNIVERSITY	WA	1	2007
BIG BEND COMMUNITY COLLEGE	WA	7	2008
CENTRAL WASHINGTON UNIVERSITY	WA	1	2008
CLARK COLLEGE	WA	1	2008
SHAWNEE COMMUNITY COLLEGE	IL	1	2008
SKAGIT VALLEY COLLEGE	WA	1	2008
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2008
ST. THOMAS UNIVERSITY	FL	1	2008
WASHINGTON STATE UNIVERSITY	WA	1	2008
BIG BEND COMMUNITY COLLEGE	WA	13	2009
WENATCHEE VALLEY COLLEGE	WA	2	2009
BELLEVUE COLLEGE	WA	1	2009
CONCORDIA UNIVERSITY-PORTLAND	OR	1	2009
EASTERN WASHINGTON UNIVERSITY	WA	1	2009
EDMONDS COMMUNITY COLLEGE	WA	1	2009
EVERETT COMMUNITY COLLEGE	WA	1	2009
HERITAGE UNIVERSITY	WA	1	2009
NORTH IDAHO COLLEGE	ID	1	2009
NORTH SEATTLE COMMUNITY COLLEGE	WA	1	2009
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2009
TOURO COLLEGE - HEALTH & SCIENCE C	NY	1	2009
UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2009
WASHINGTON STATE UNIVERSITY	WA	1	2009
BIG BEND COMMUNITY COLLEGE	WA	16	2010
EASTERN WASHINGTON UNIVERSITY	WA	3	2010
UNIVERSITY OF PHOENIX	AZ	2	2010
BRIGHAM YOUNG UNIVERSITY - IDAHO S	ID	1	2010
GRAYS HARBOR COLLEGE	WA	1	2010
METHODIST UNIVERSITY	NC	1	2010
SPOKANE COMMUNITY COLLEGE	WA	1	2010
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2010
UNIVERSITY OF SOUTH CAROLINA @ LAN	SC	1	2010
WASHINGTON STATE UNIVERSITY	WA	1	2010
BIG BEND COMMUNITY COLLEGE	WA	8	2011
THE EVERGREEN STATE COLLEGE	WA	1	2011
BIG BEND COMMUNITY COLLEGE	WA	7	2012
EASTERN WASHINGTON UNIVERSITY	WA	3	2012
CENTRAL WASHINGTON UNIVERSITY	WA	1	2012
WENATCHEE VALLEY COLLEGE	WA	1	2012

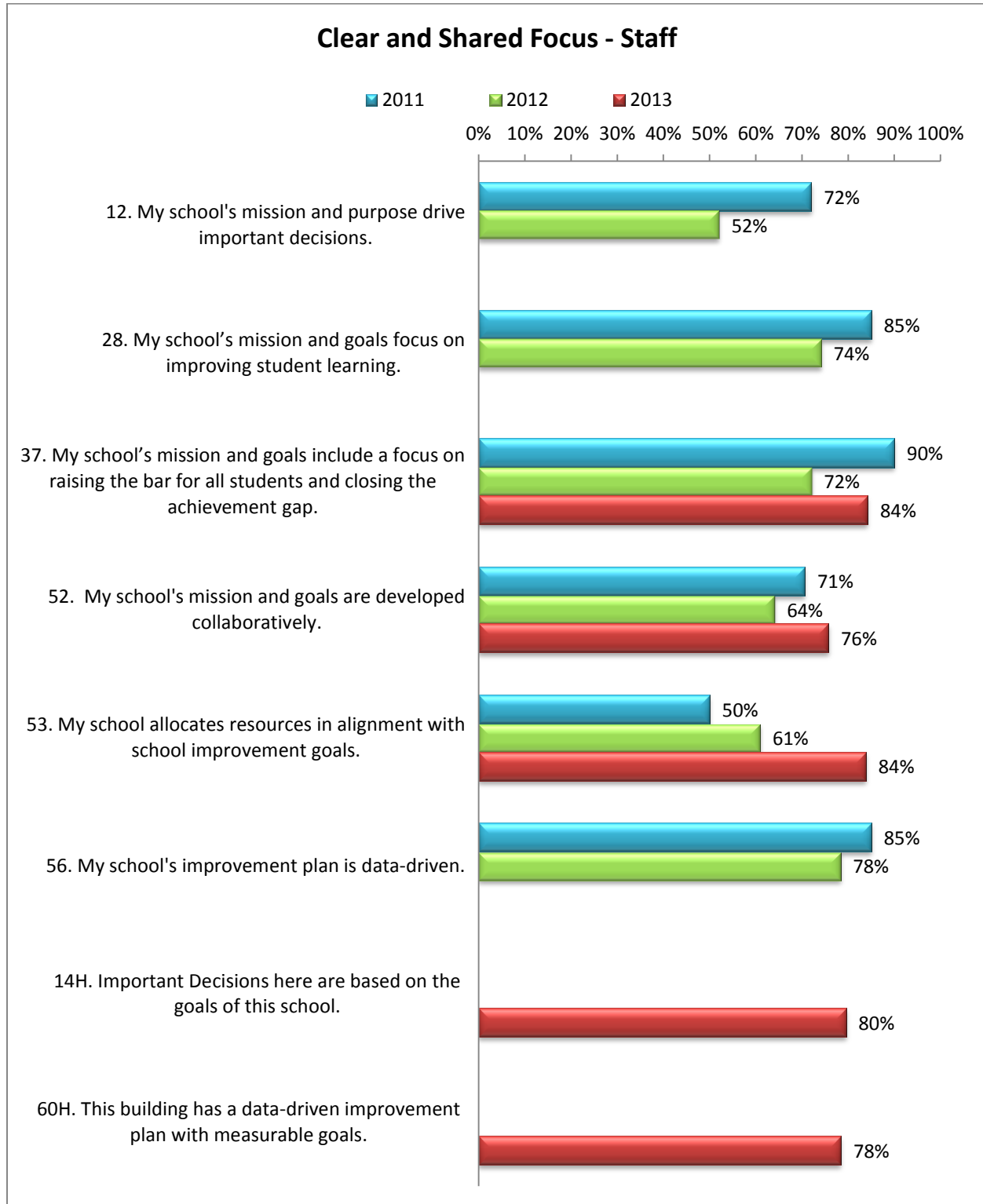
## Appendix C – Staff Survey

### Demographics

	2011	2012
<i>Gender</i>		
Male	50% (n=10)	31% (n=9)
Female	50% (n=10)	69% (n=20)
<i>Race</i>		
American Indian/Alaskan Native		
Asian		
Black African American		
White	80% (n=16)	82.8% (n=24)
Hispanic/Latino/a	5% (n=1)	
Pacific Islander		
Declined to identify	15% (n=3)	17.2% (n=5)
<i>Staff Role</i>		
Certificated Staff	80% (n=16)	75.9% (n=22)
Classified Staff	10% (n=2)	17.2% (n=5)
Administrator	10% (n = 2)	6.9% (n=2)
<i>Years Teaching at this School</i>		
1st year	25% (n=5)	15.4% (n=4)
2nd or 3rd year	10% (n=2)	15.4% (n=4)
4th or 5th year	15% (n=3)	11.5% (n=3)
6th-9th year	25% (n=5)	19.2% (n=5)
10th year or more	25% (n=5)	38.5% (n=10)
<i>Total years Teaching</i>		
1st year	10% (n=2)	3.7% (n=1)
2nd or 3rd year		7.4% (n=2)
4th or 5th year	15% (n=3)	7.4% (n=2)
6th-9th year	35% (n=7)	29.6% (n=8)
10th year or more	40% (n=8)	51.9% (n=14)
<i>National Board Certified</i>		
Yes		7.1% (n=2)
No	100% (n=20)	92.9% (n=26)

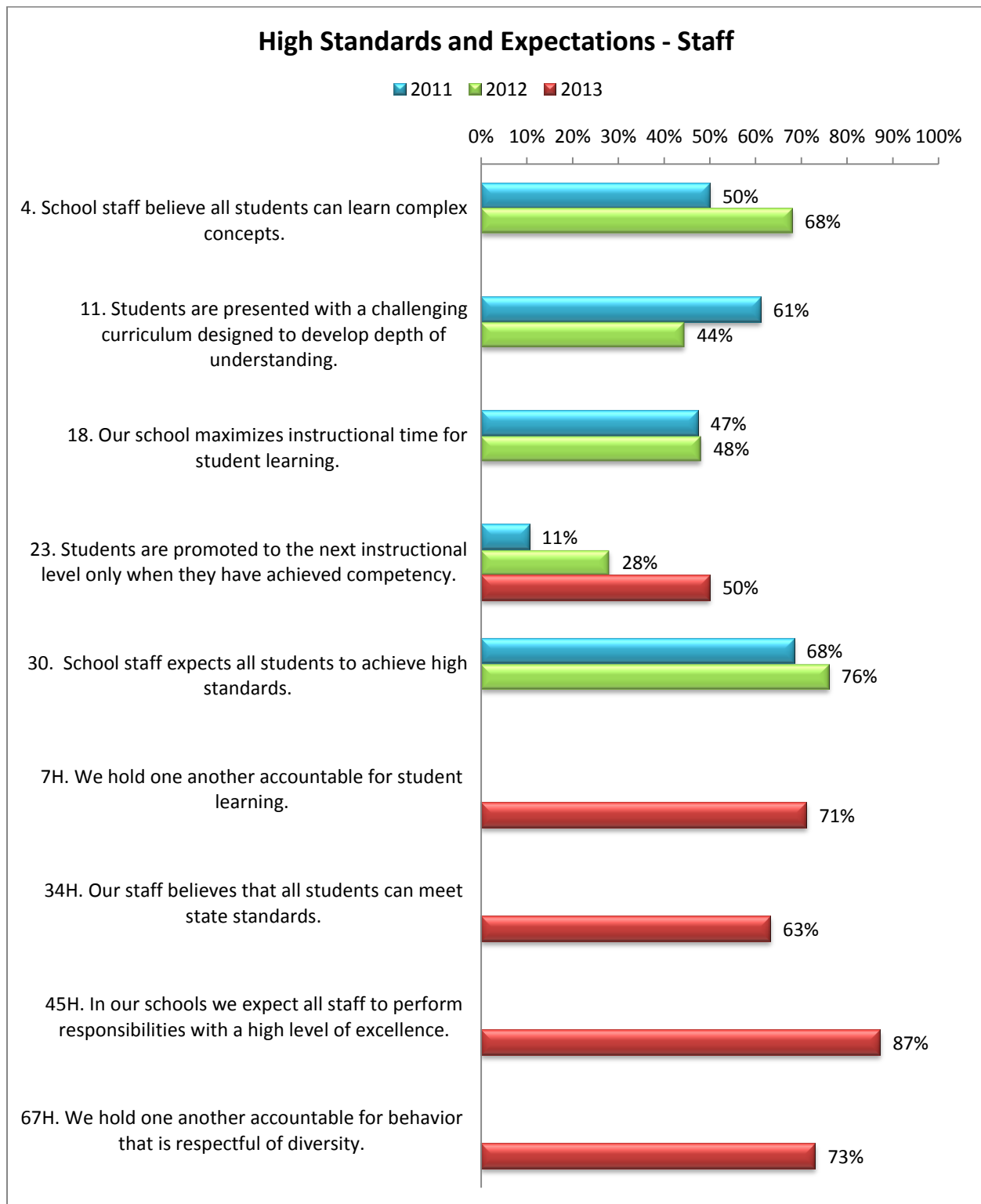
	2013
<i>Gender</i>	
Male	34.1% (n=14)
Female	63.4% (n=26)
Missing	2.4% (n=1)
<i>Subject Area</i>	
Missing	4.9% (n=2)
Other	36.6% (n=15)
Electives	2.4% (n=1)
LA/Social Studies	9.8% (n=4)
Math/Science	14.6% (n=6)
Generalist	31.7% (n=13)
<i>Total number of years teaching</i>	
Missing	4.9% (n=2)
More than 11	46.3% (n=19)
8-11 years	29.3% (n=12)
4-7 years	7.3% (n=3)
1-3 years	7.3% (n=3)
Less than a year	4.9% (n=2)
<i>Years Teaching at this School</i>	
Missing	2.4% (n=1)
More than 11	34.1% (n=14)
8-11 years	26.8% (n=11)
4-7 years	9.8% (n=4)
1-3 years	9.8% (n=4)
Less than a year	17.1% (n=7)
<i>Position</i>	
Administrator	9.8% (n=4)
Paraprofessional or Instructional Aid	14.6% (n=6)
Classified Support Staff	4.9% (n=2)
Certificated Support Staff	4.9% (n=2)
Certificated Staff	63.4% (n=26)
Missing	2.4% (n=1)

## Clear and Shared Focus

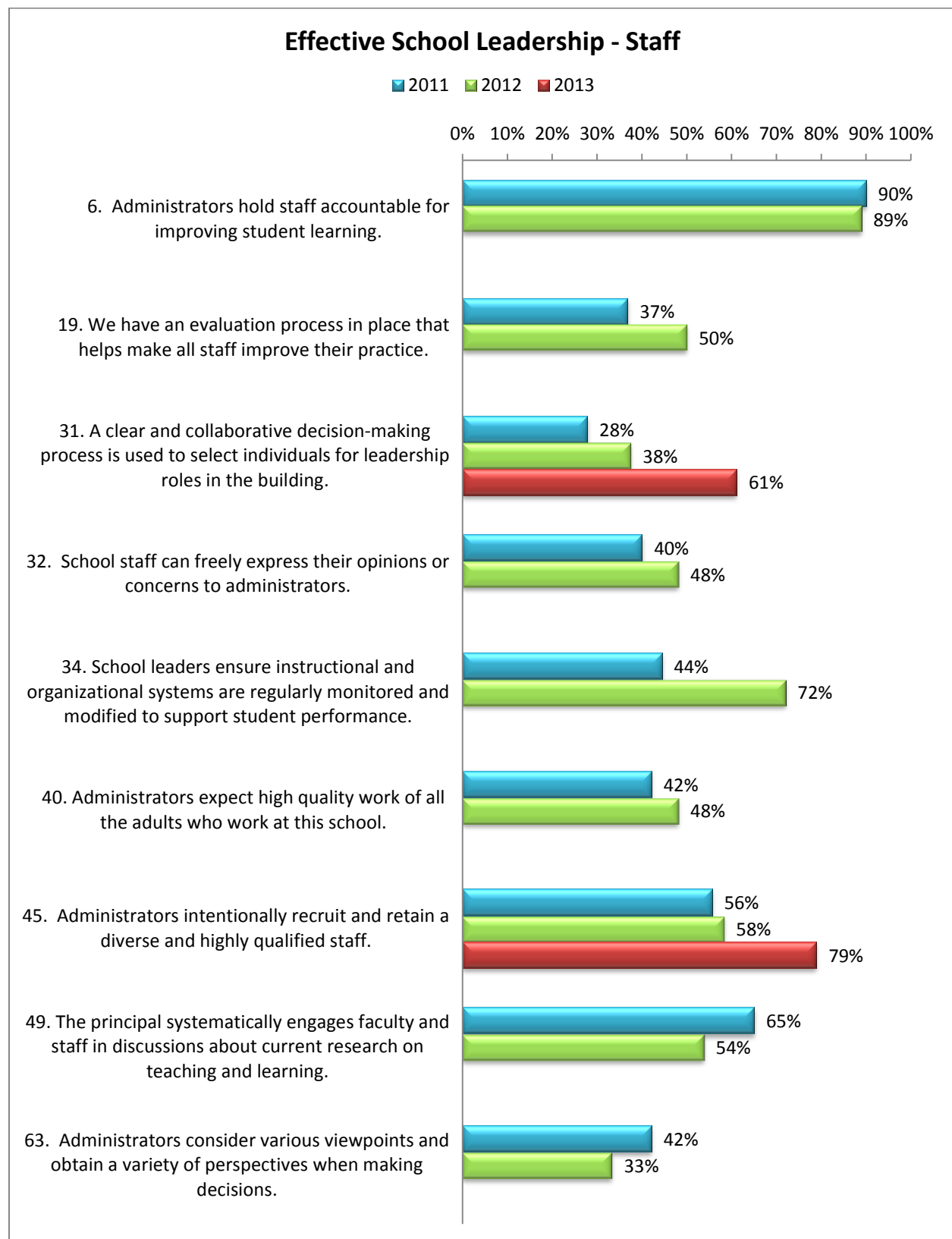




## High Standards and Expectations



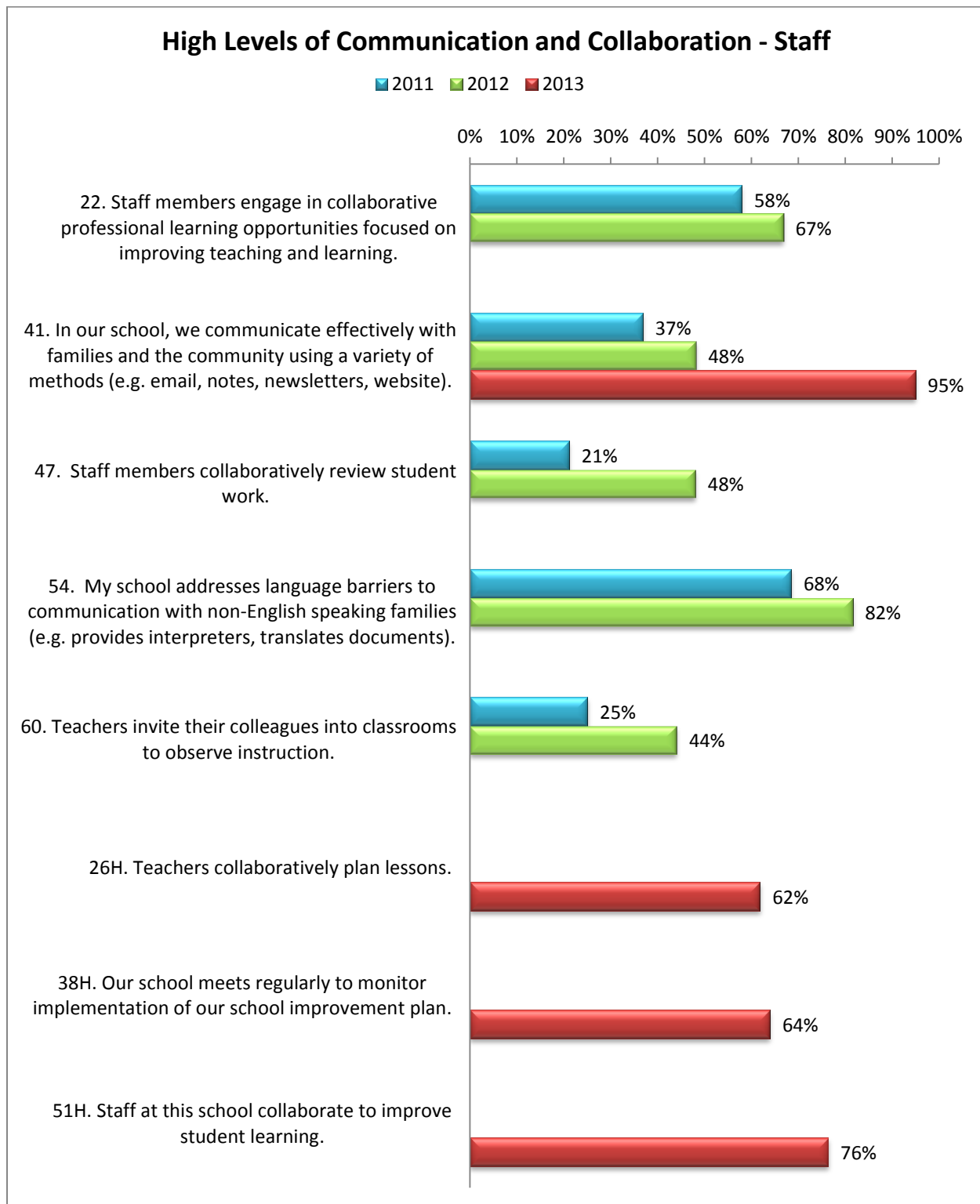
## Effective School Leadership



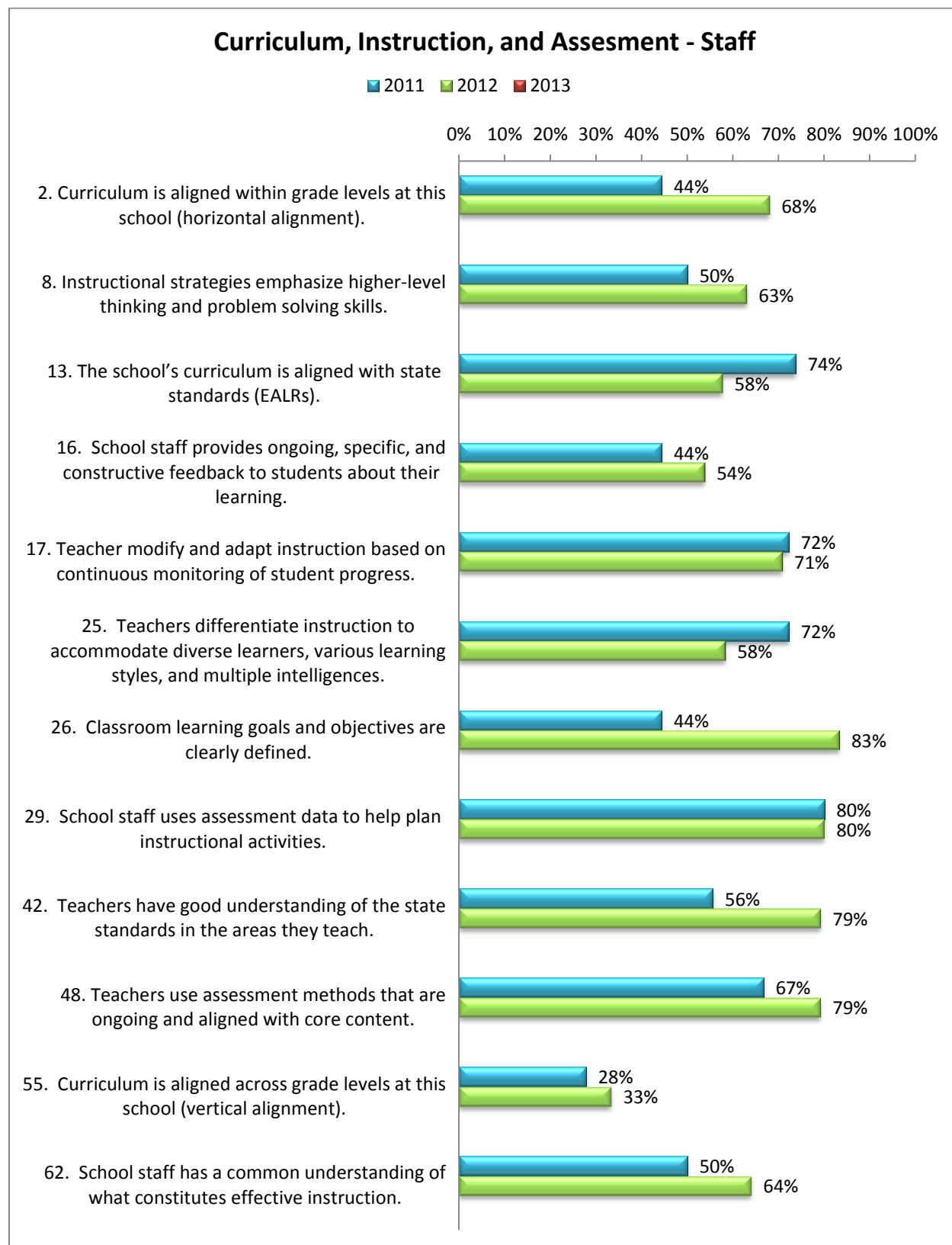
## Effective School Leadership - Staff



## High Levels of Communication and Collaboration



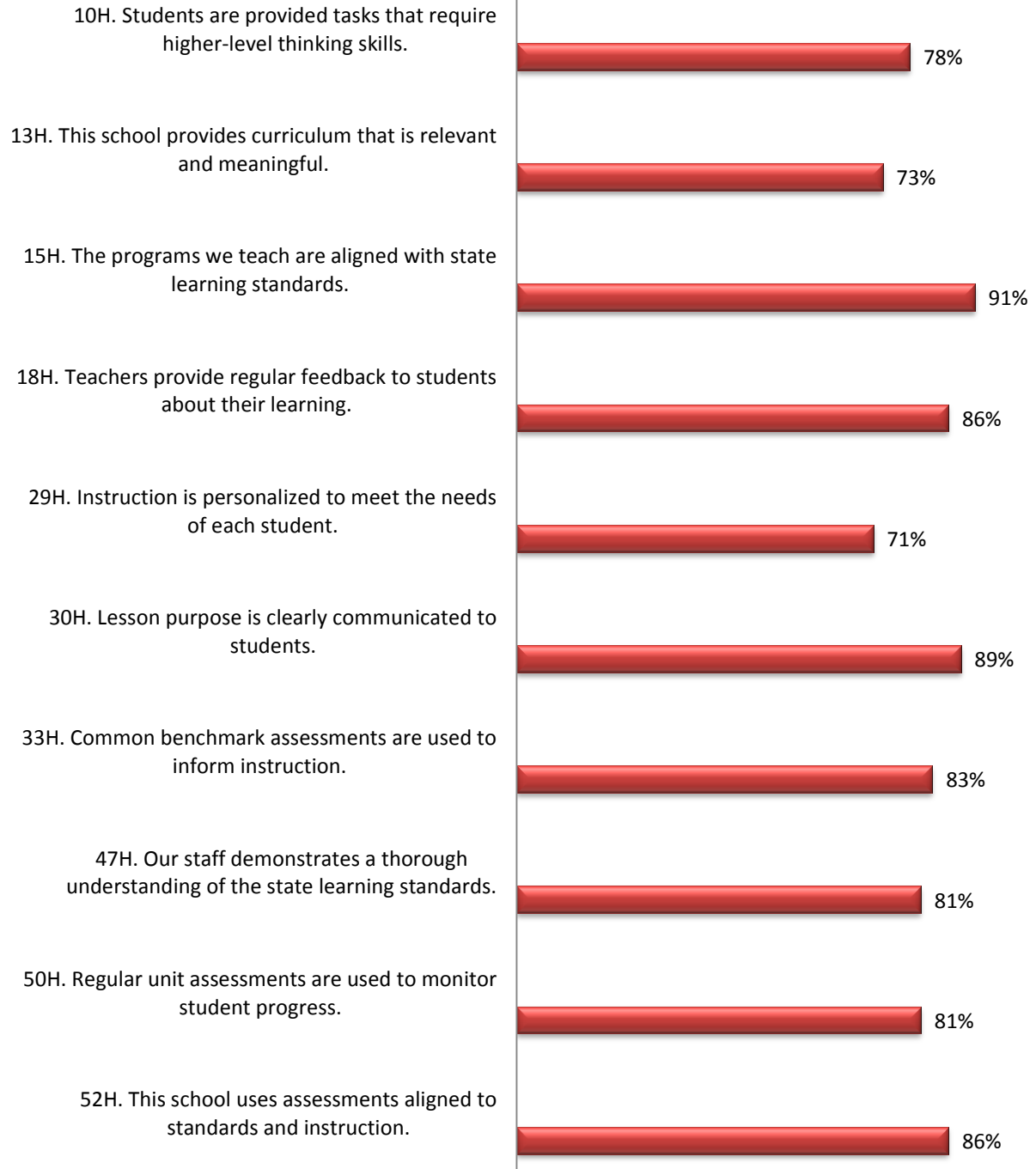
## Curriculum, Instruction, and Assessment



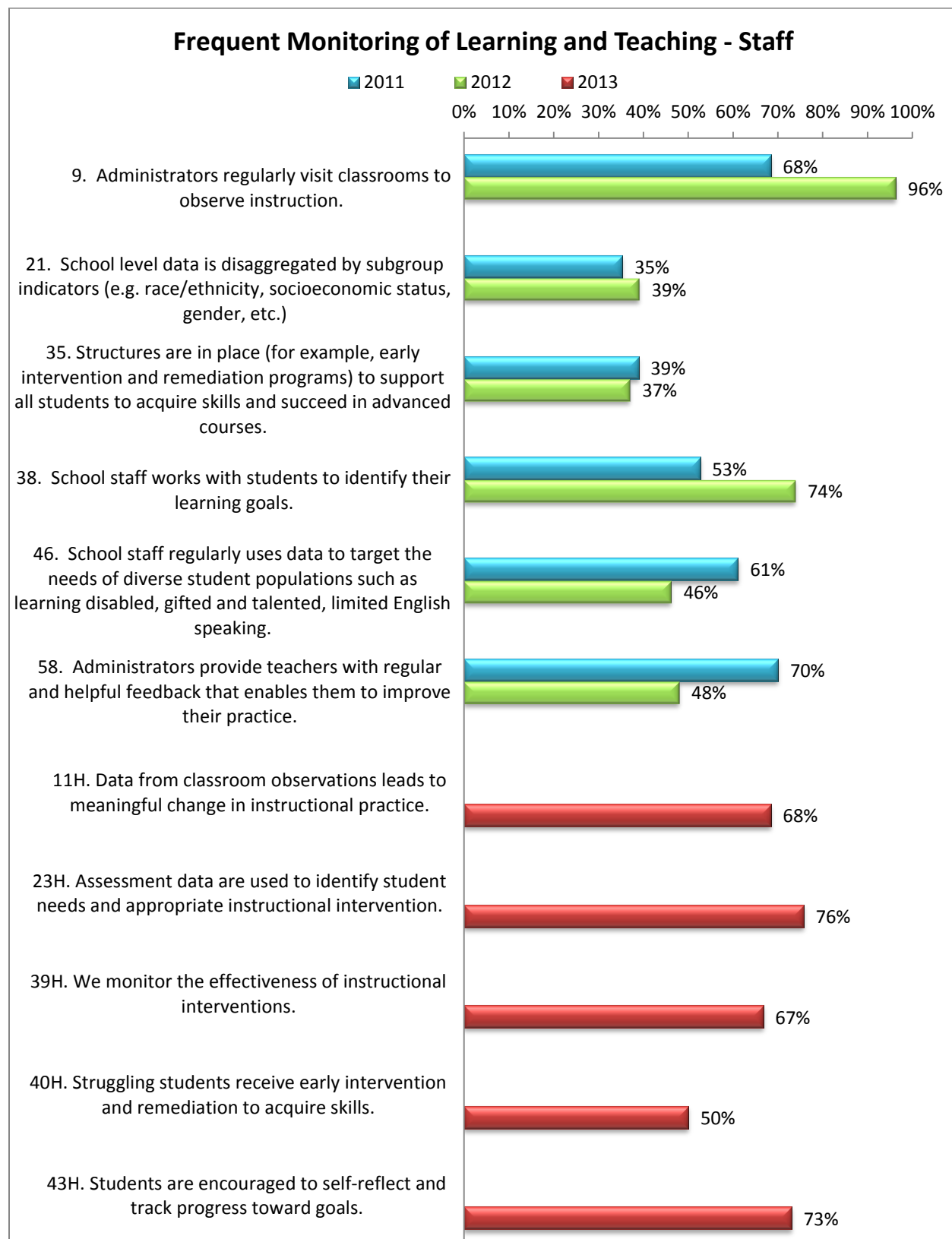
## Curriculum, Instruction, and Assessment - Staff

2011 2012 2013

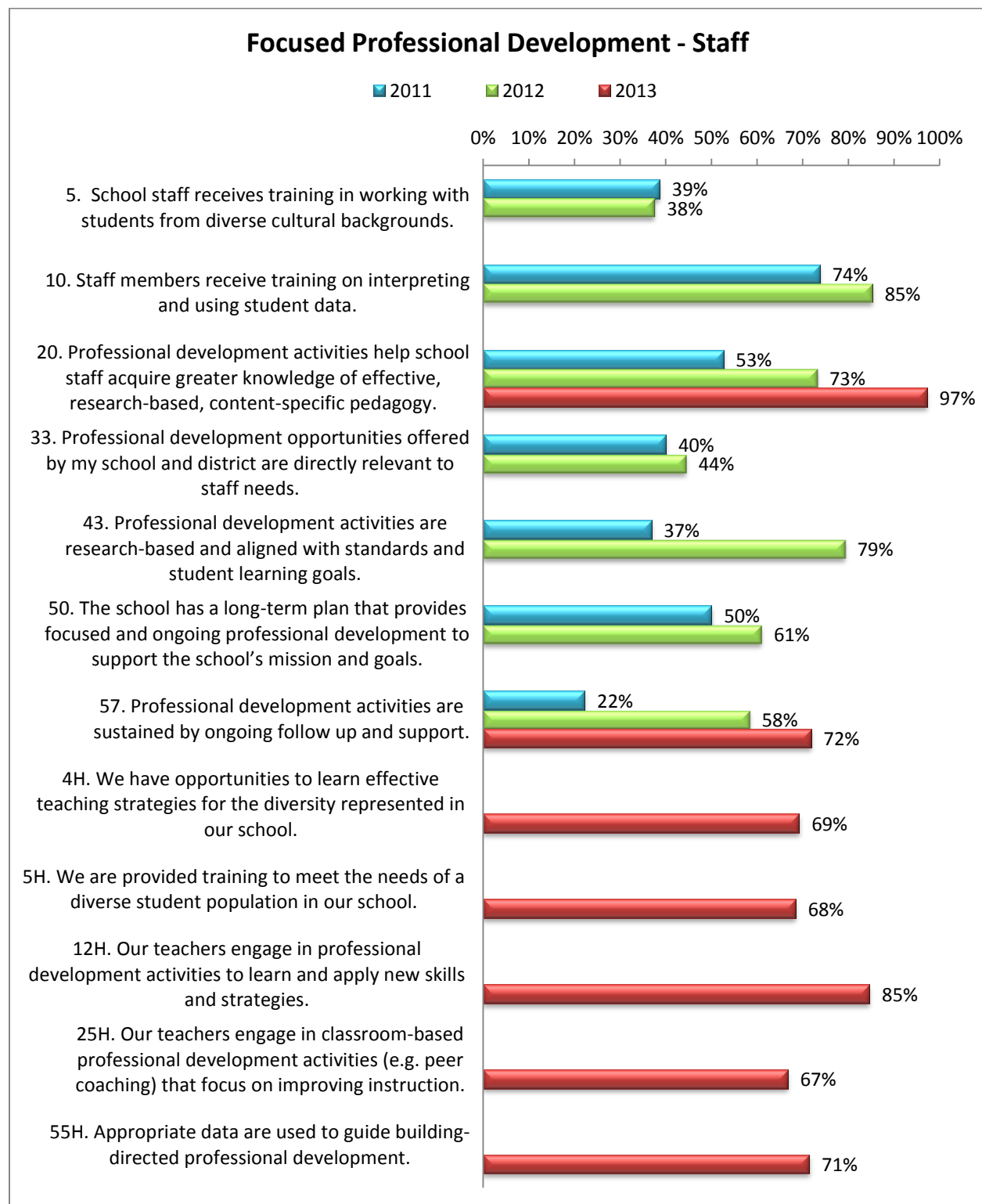
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



## Frequent Monitoring of Learning and Teaching

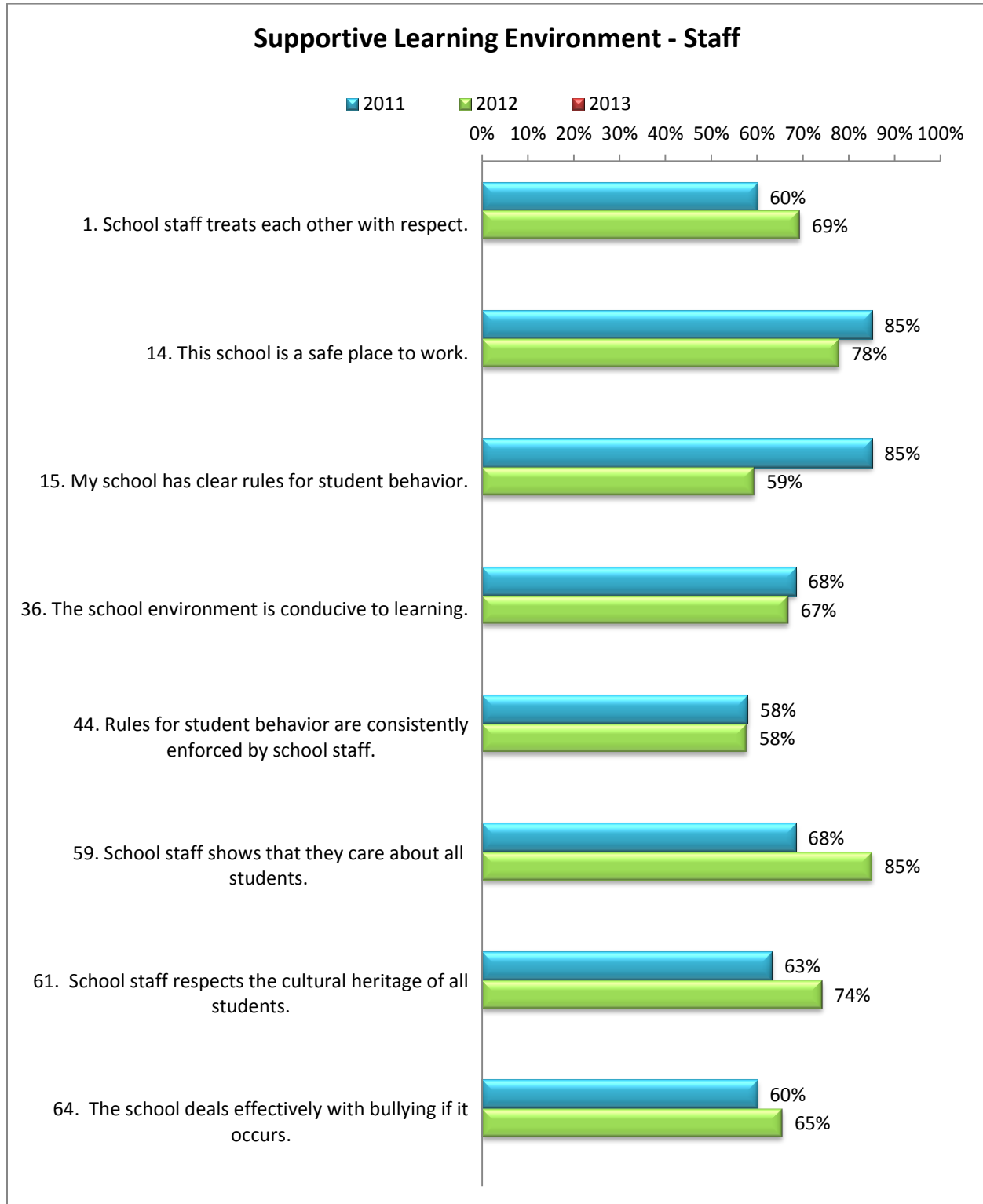


## Focused Professional Development

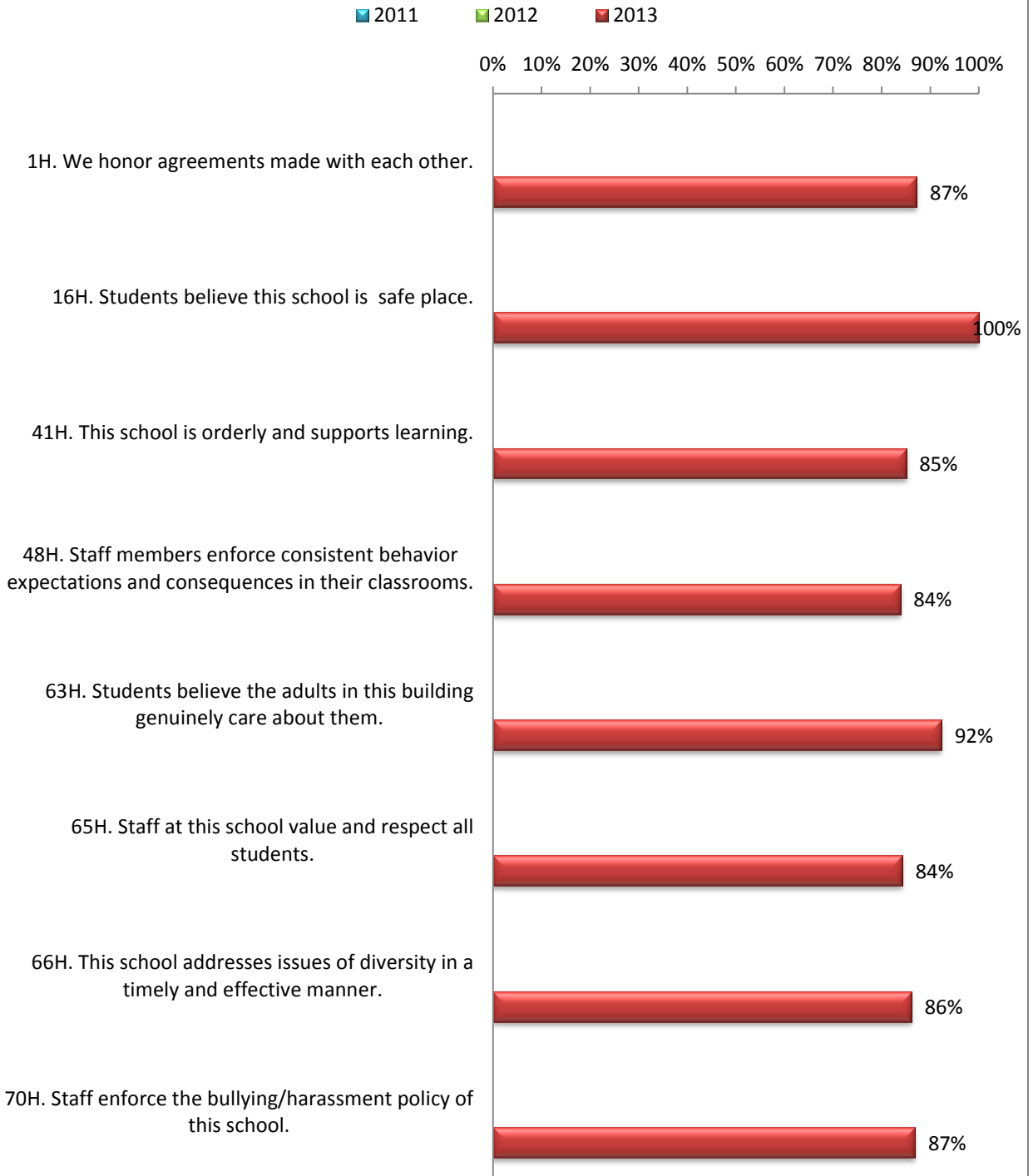




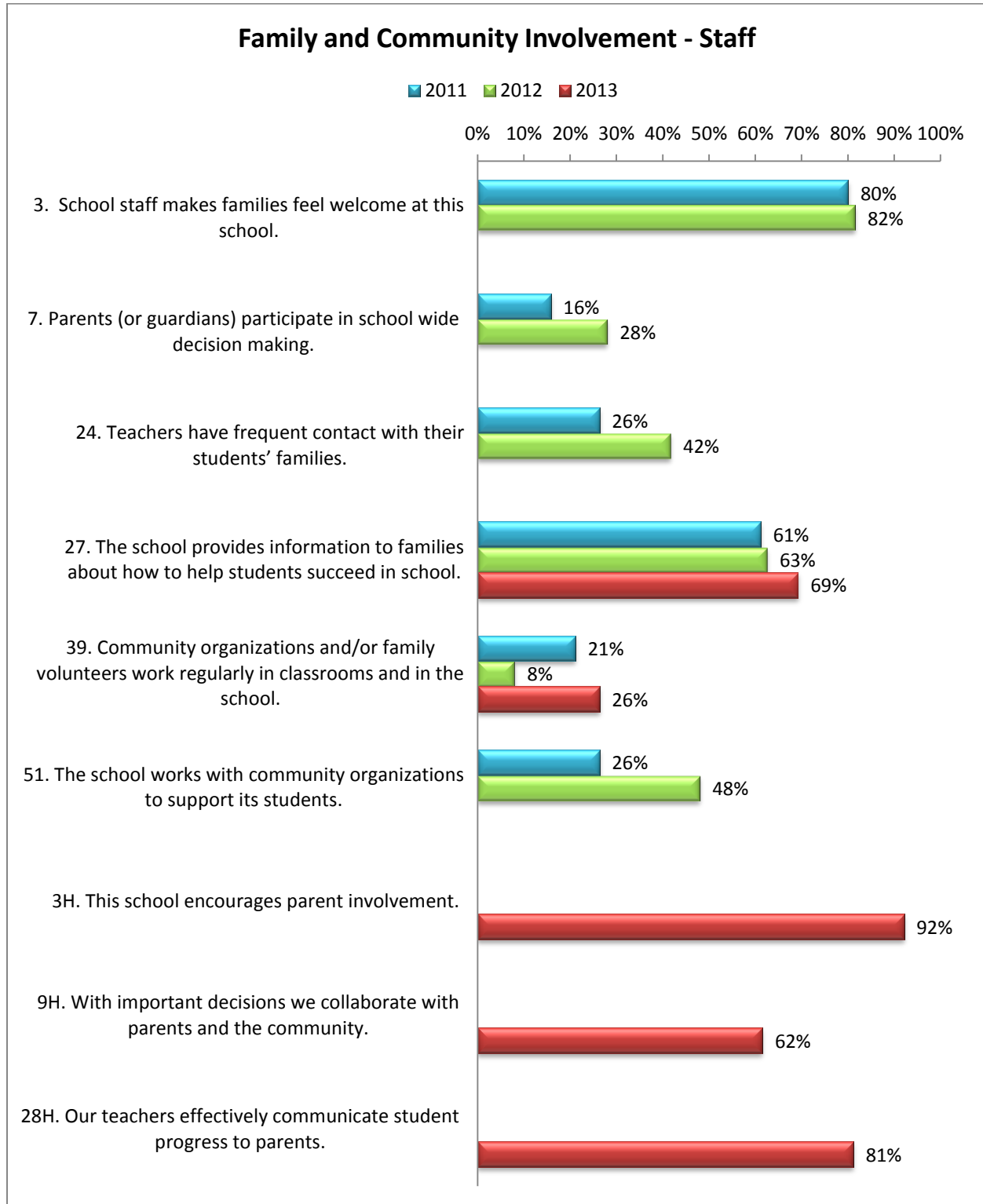
## Supportive Learning Environment



## Supportive Learning Environment - Staff



## Family and Community Involvement

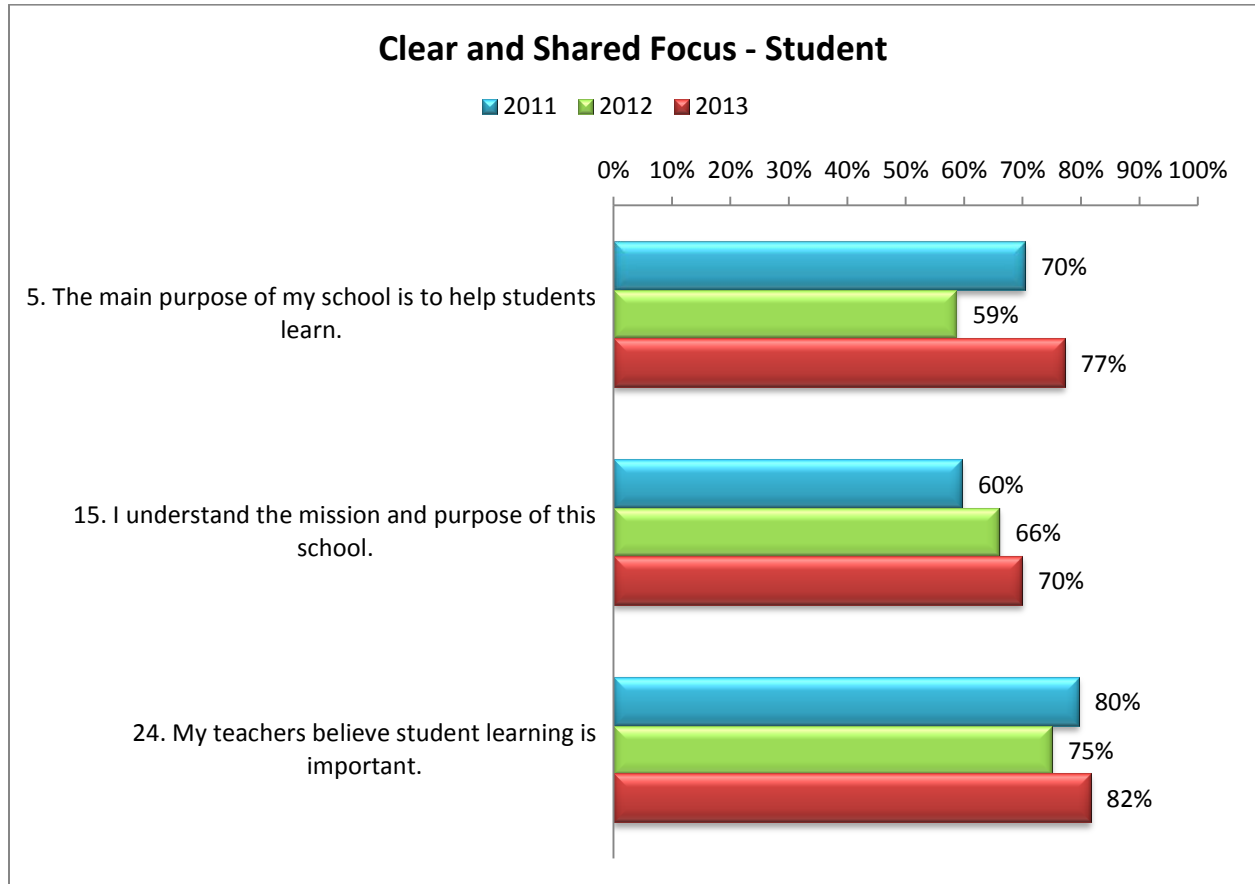


## Appendix D – Student Survey

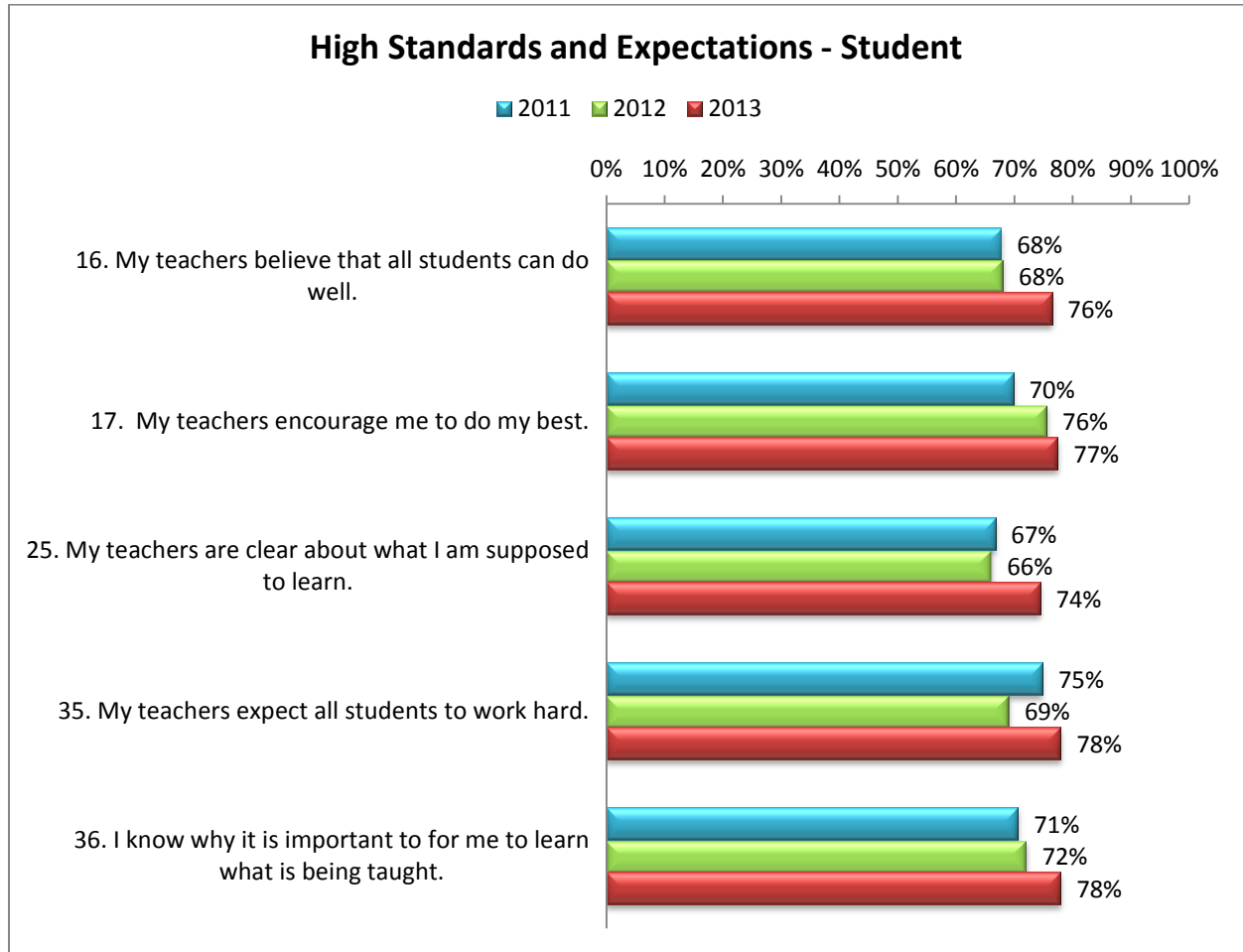
### Demographics

	2011	2012	2013
<i>Gender</i>			
<i>Male</i>	48.7% (n=76)	53.5% (n=54)	45.3% (n=53)
<i>Female</i>	51.3% (n=80)	46.5% (n=47)	54.7% (n=64)
<i>Race</i>			
<i>American Indian/Alaska Native</i>	3% (n=5)	1.8% (n=2)	
<i>Asian</i>	1.8% (n=3)	2.8% (n=3)	1.7% (n=2)
<i>Black/African American</i>	2.4% (n=1)	.9% (n=1)	
<i>Hispanic/Latino(a)</i>	20.5% (n=34)	22% (n=24)	23.5% (n=28)
<i>White</i>	63.3% (n=105)	62.4% (n=68)	51.3% (n=61)
<i>Pacific Islander</i>	.6% (n=1)	.7% (n=5)	
<i>Declined</i>	8.4% (n=14)	10.1% (n=11)	23.5% (n=28)

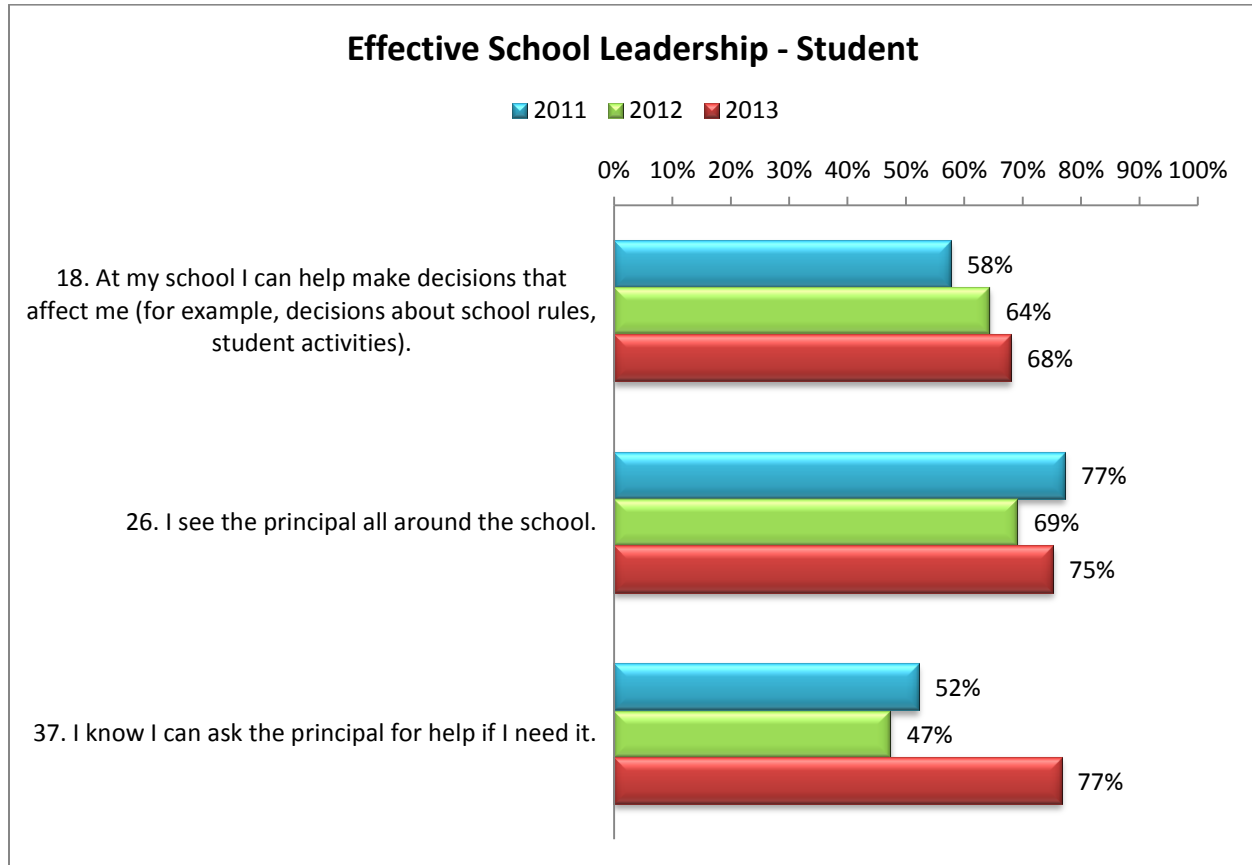
## Clear and Shared Focus



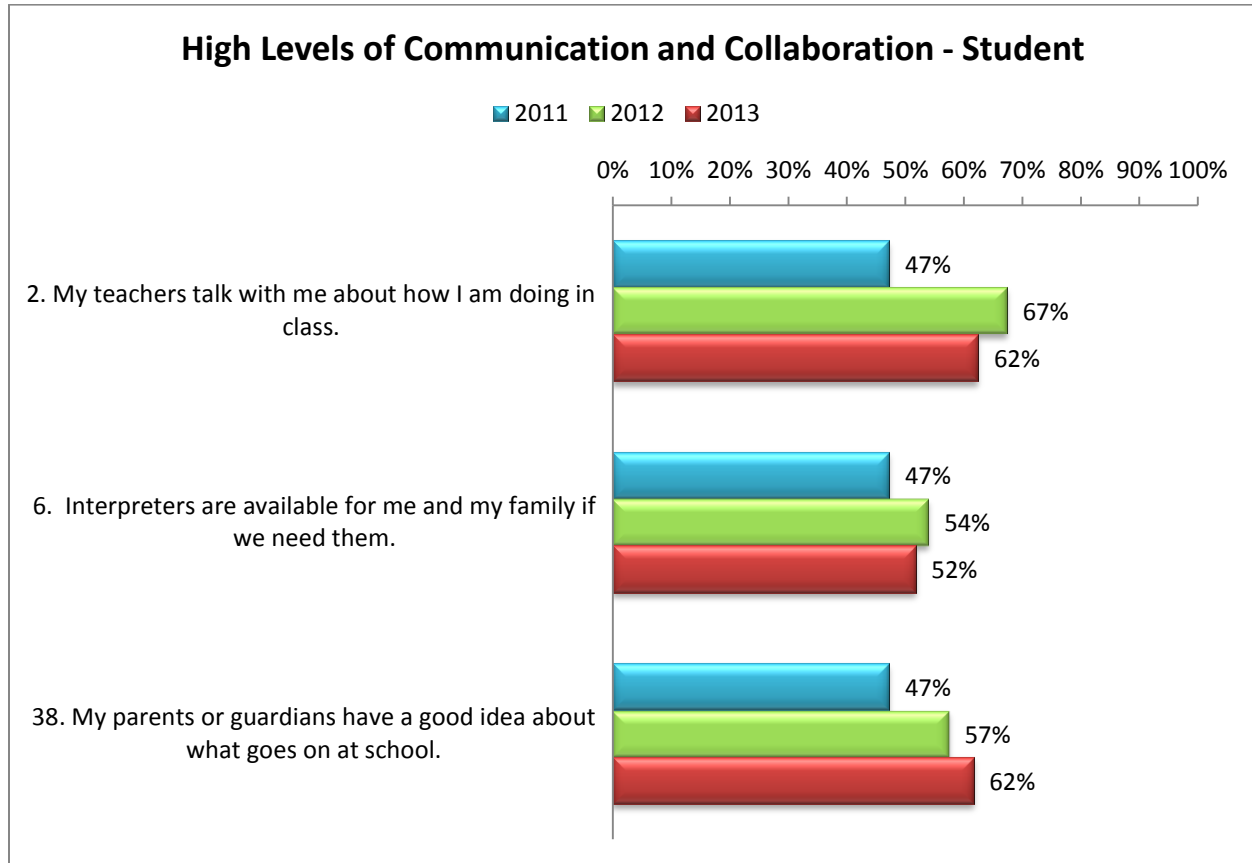
## High Standards and Expectations



## Effective School Leadership

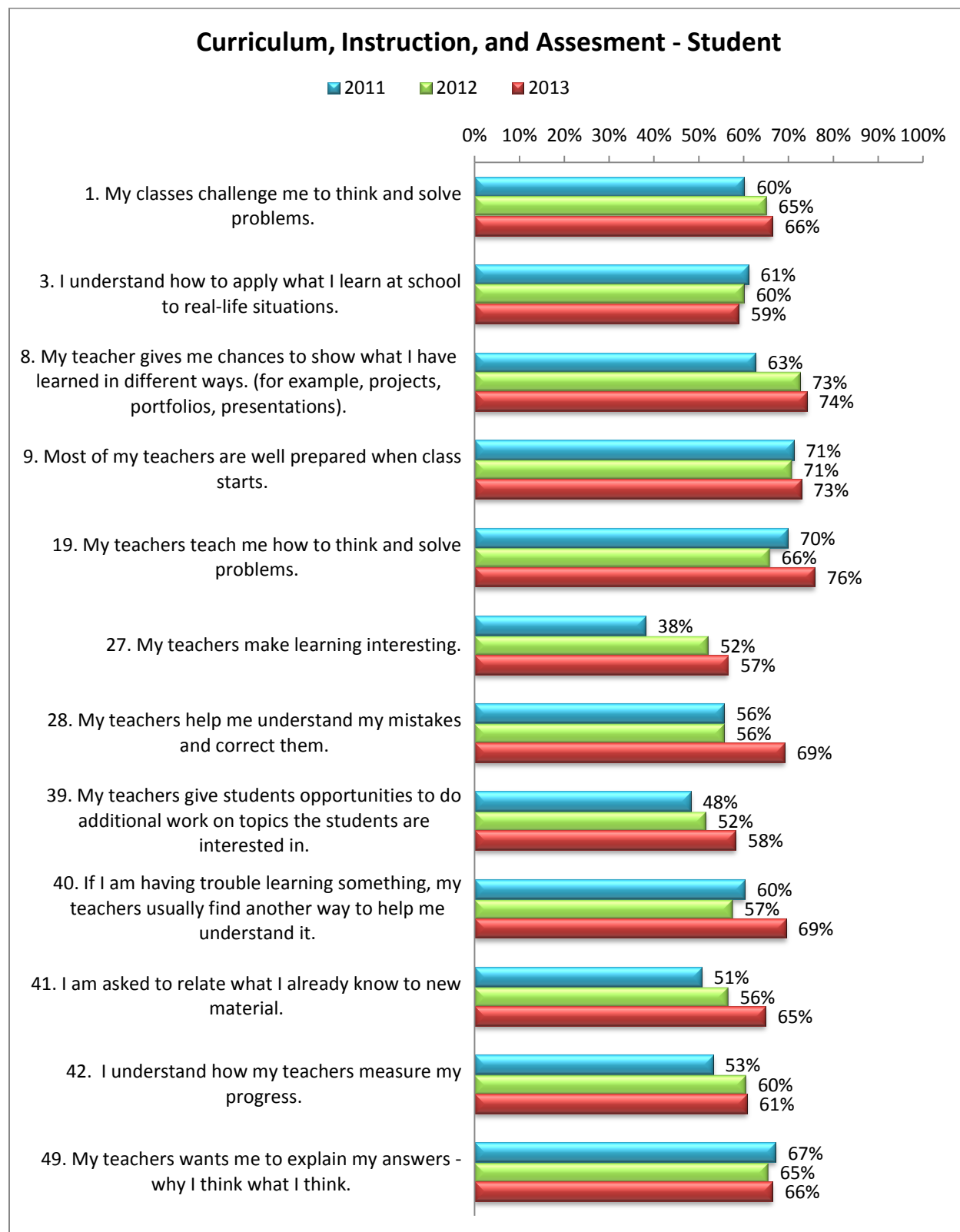


## High Levels of Communication and Collaboration

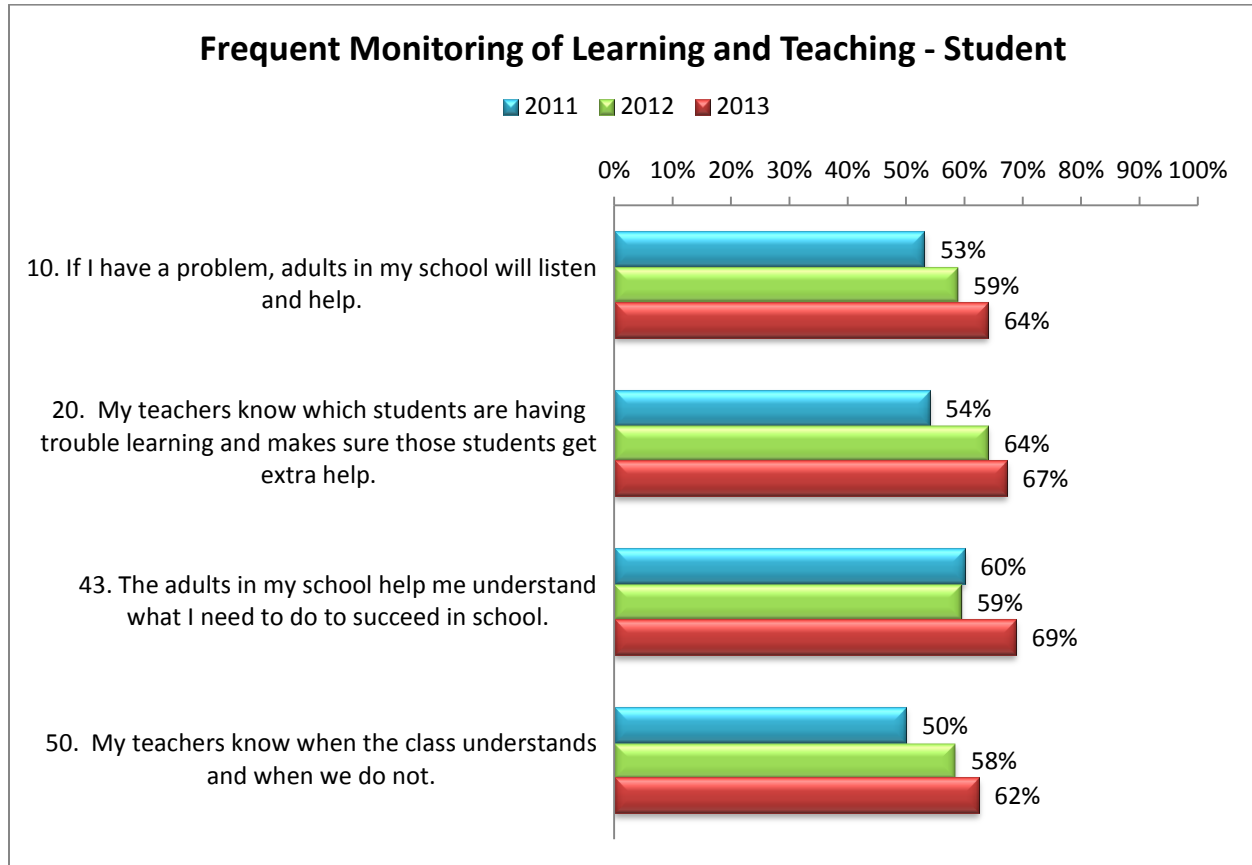




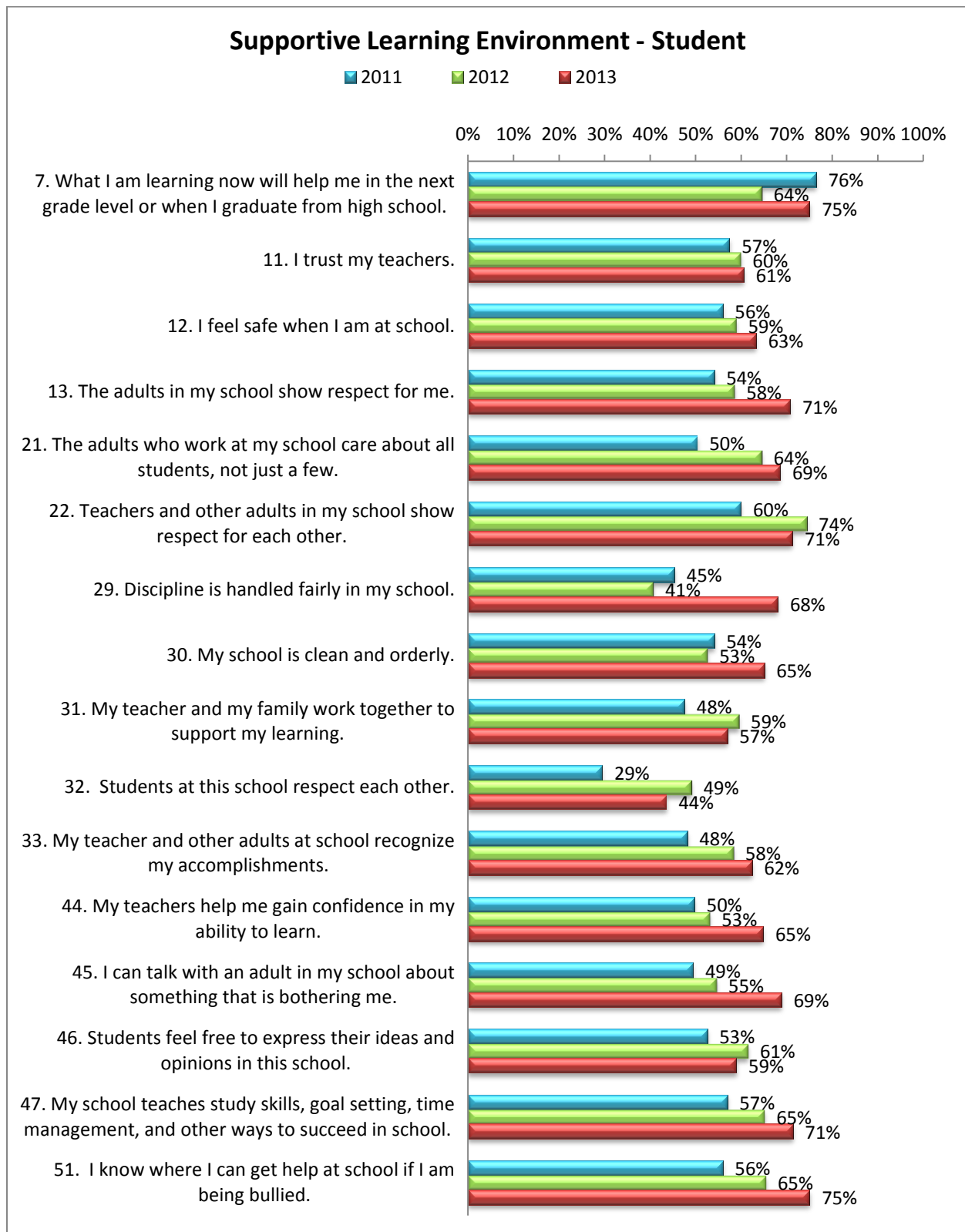
## Curriculum, Instruction, and Assessment



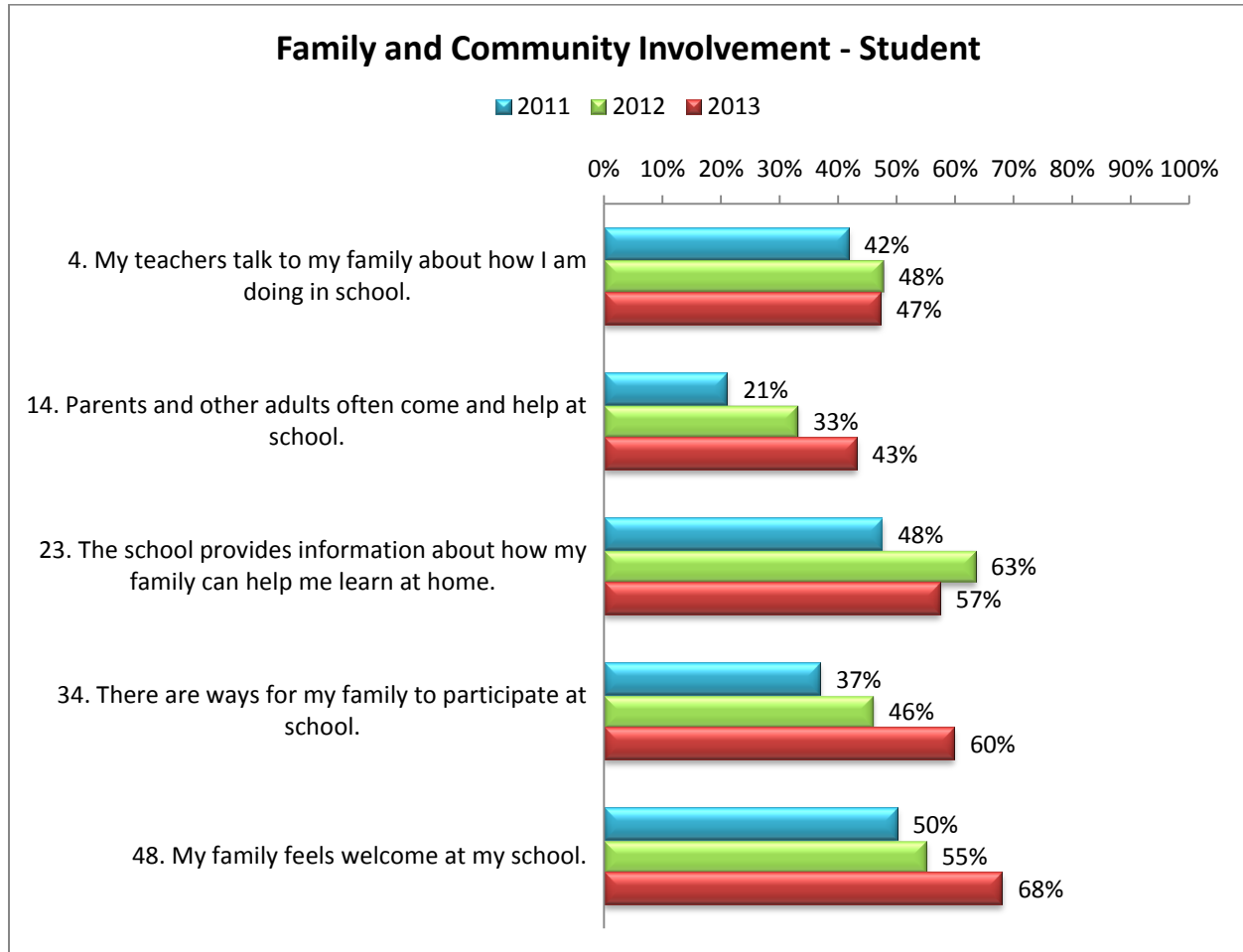
## Frequent Monitoring of Learning and Teaching



## Supportive Learning Environment



## Family and Community Involvement

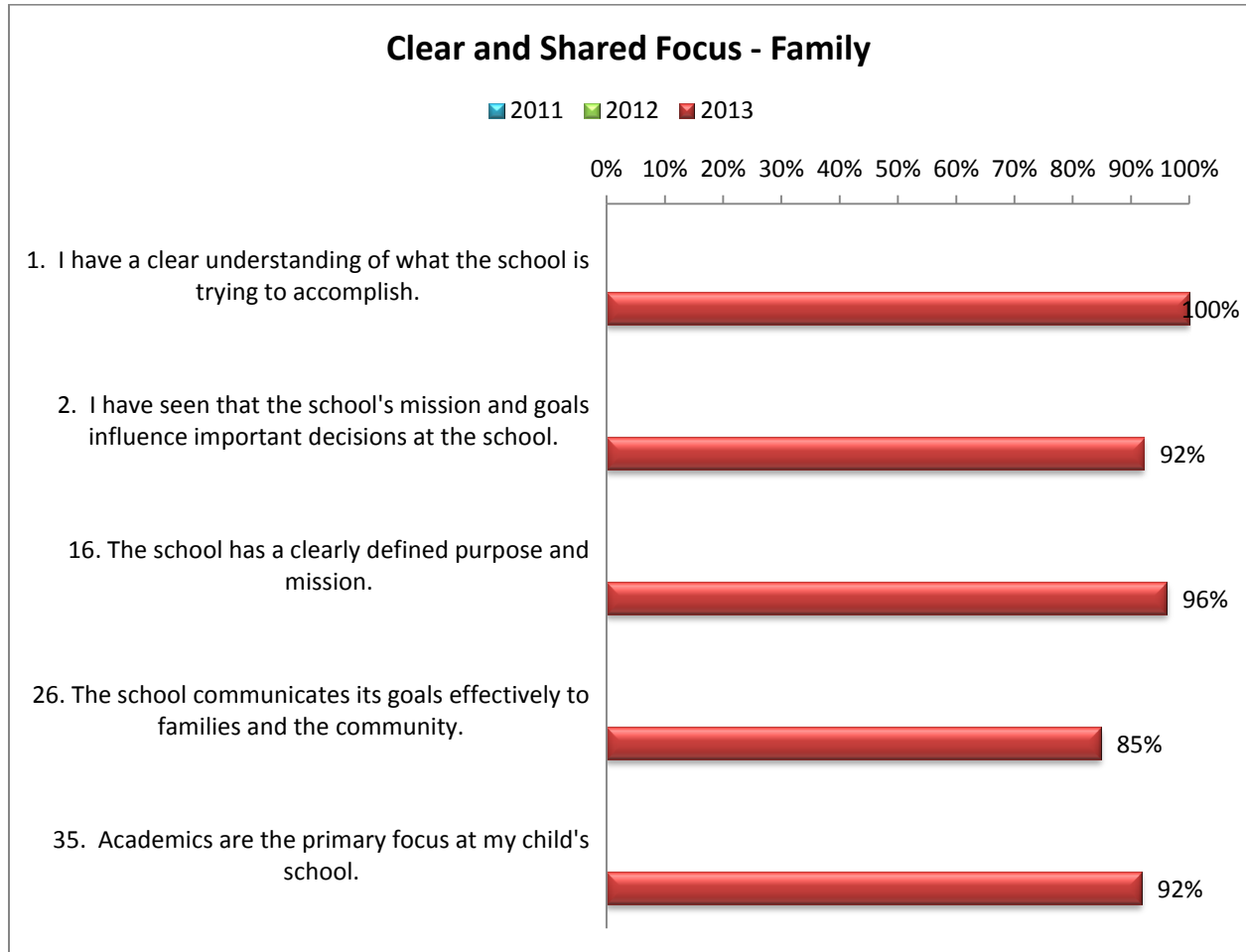


## Appendix E – Family Survey

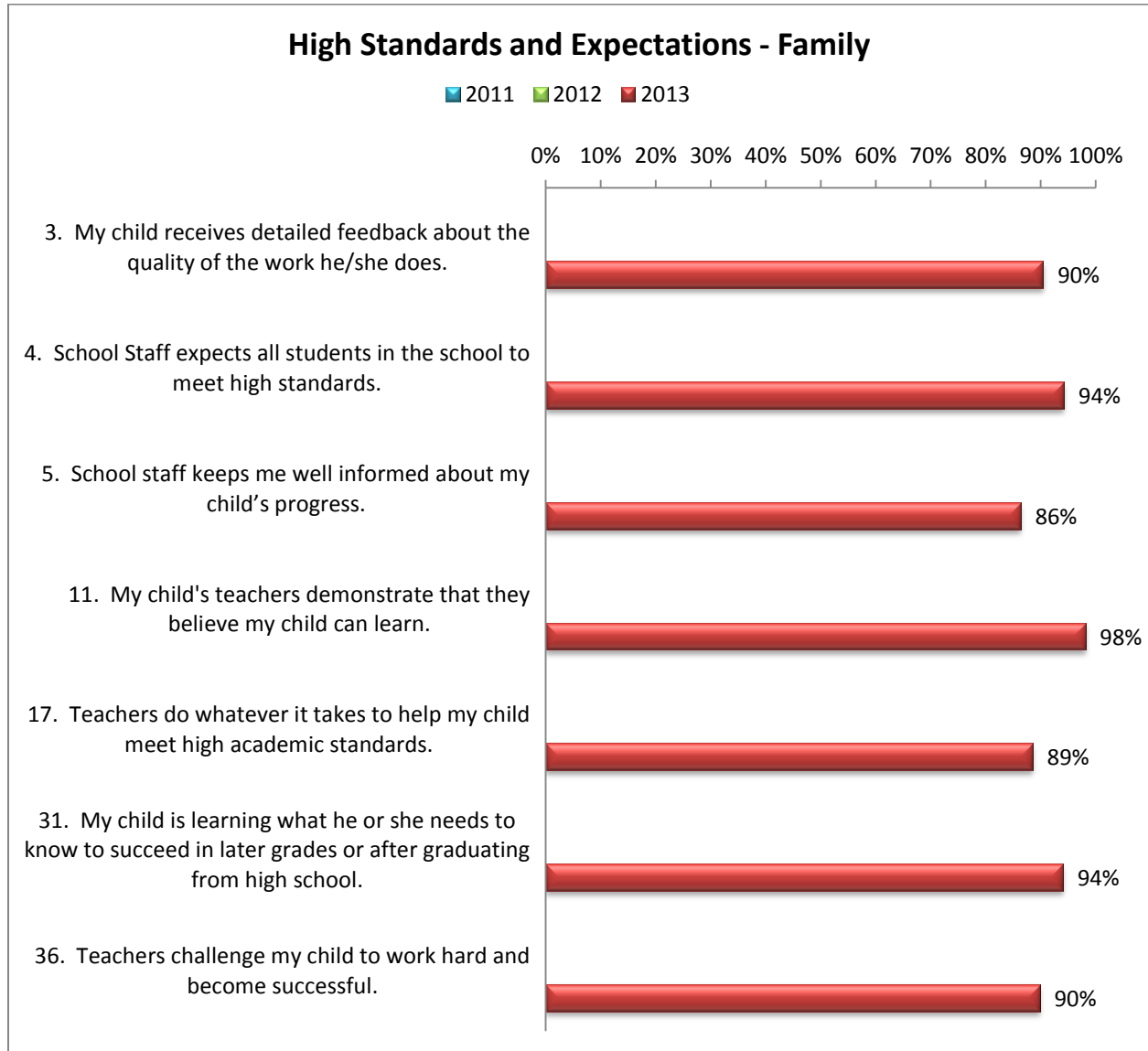
### Demographics

	2013
<i>Race</i>	
<i>American Indian/ Alaska Native</i>	4% (n=2)
<i>Asian</i>	
<i>Black/African American</i>	
<i>White</i>	58% (n=29)
<i>Hispanic/Latino/a</i>	30% (n=15)
<i>Pacific Islander</i>	
<i>Decline to Identify</i>	8% (n=4)
<i>Relationship to Student</i>	
<i>Mother</i>	80% (n=40)
<i>Father</i>	16% (n=8)
<i>Grandparent</i>	2% (n=1)
<i>Foster/adoptive parent or Guardian</i>	
<i>Sibling</i>	
<i>Legal guardian or Designee</i>	2% (n=1)
<i>Other caregiver</i>	
<i>Free or Reduced Lunch?</i>	
<i>Yes</i>	82.2% (n=37)
<i>No</i>	17.8% (n=8)
<i>English is the Primary Language</i>	
<i>Yes</i>	60% (n=27)
<i>No</i>	40% (n=18)

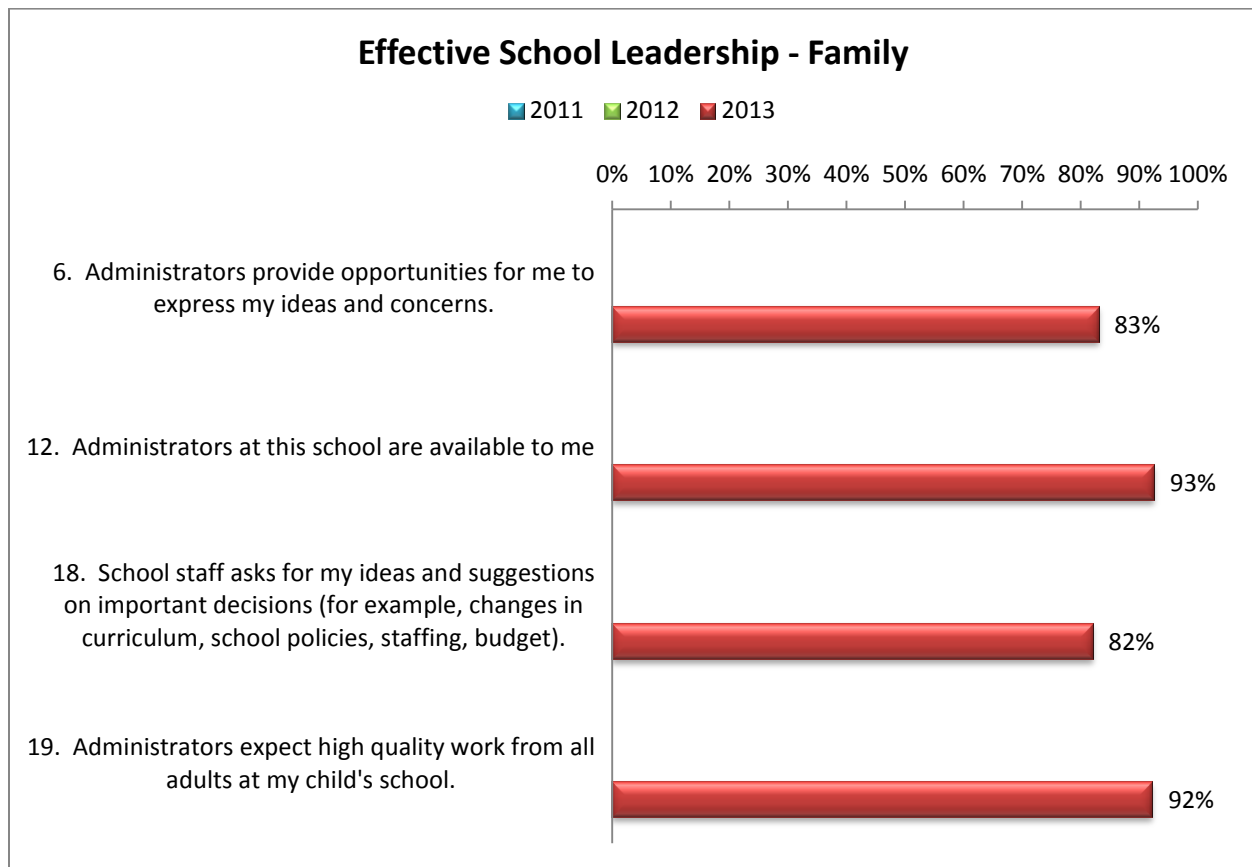
## Clear and Shared Focus



## High Standards and Expectations

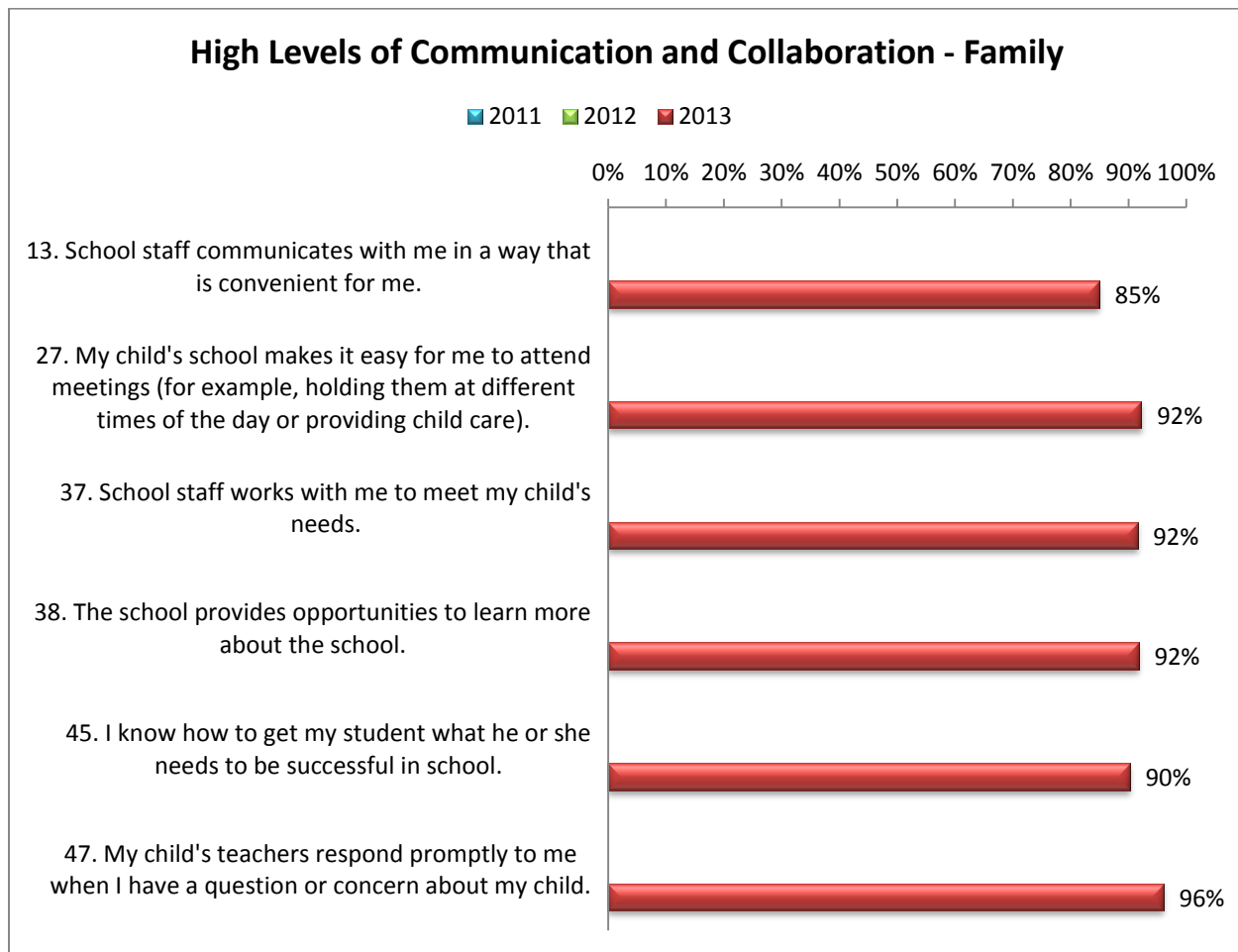


## Effective School Leadership

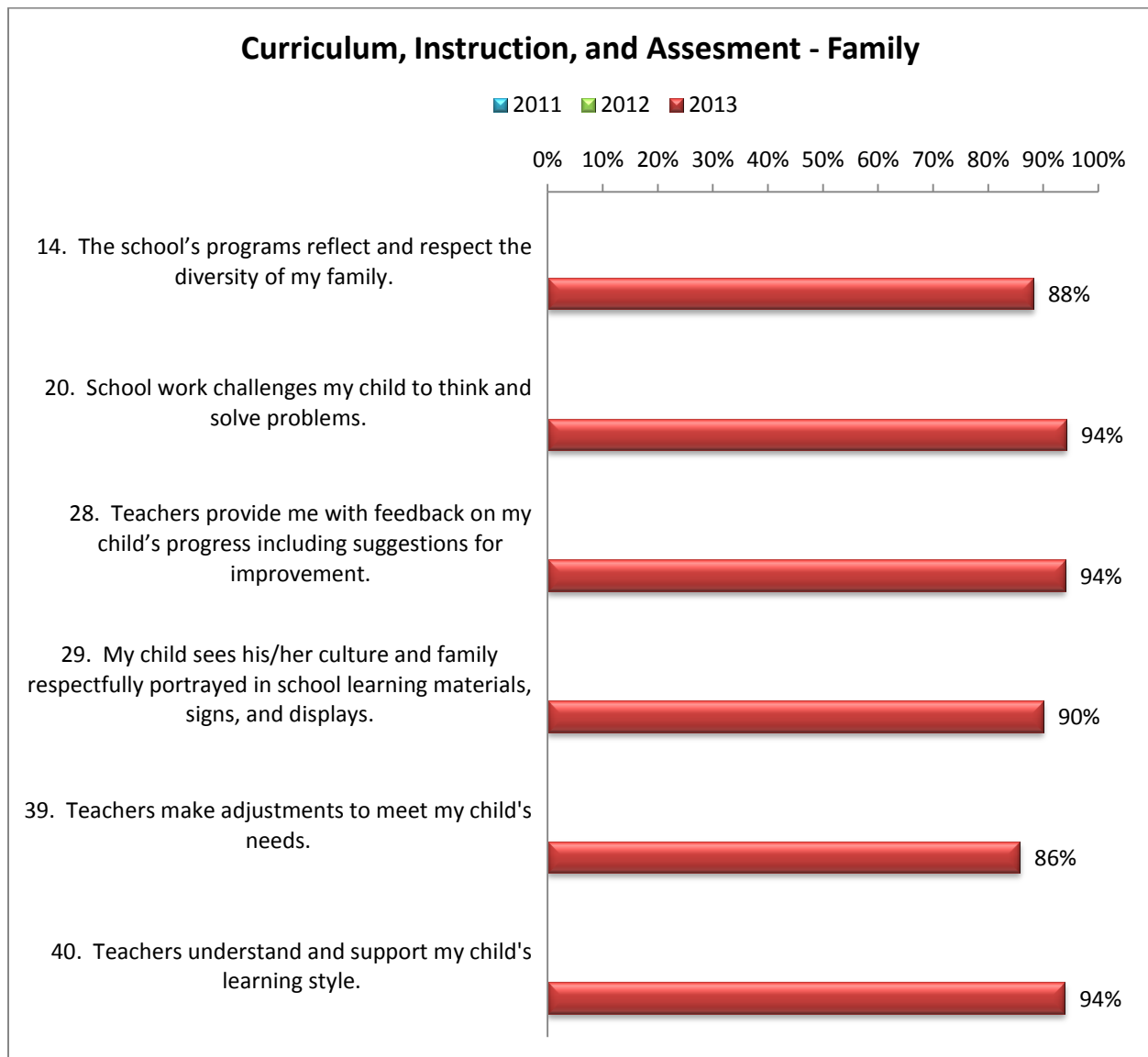




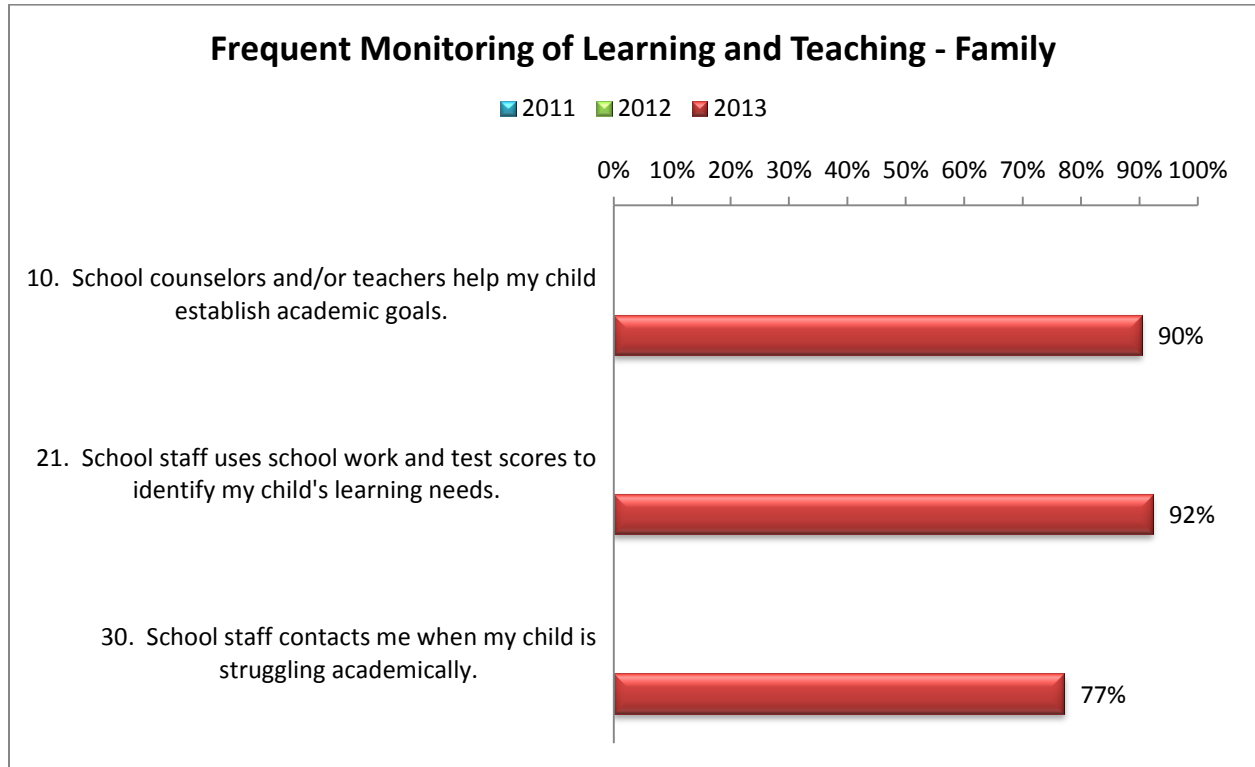
## High Levels of Communication and Collaboration



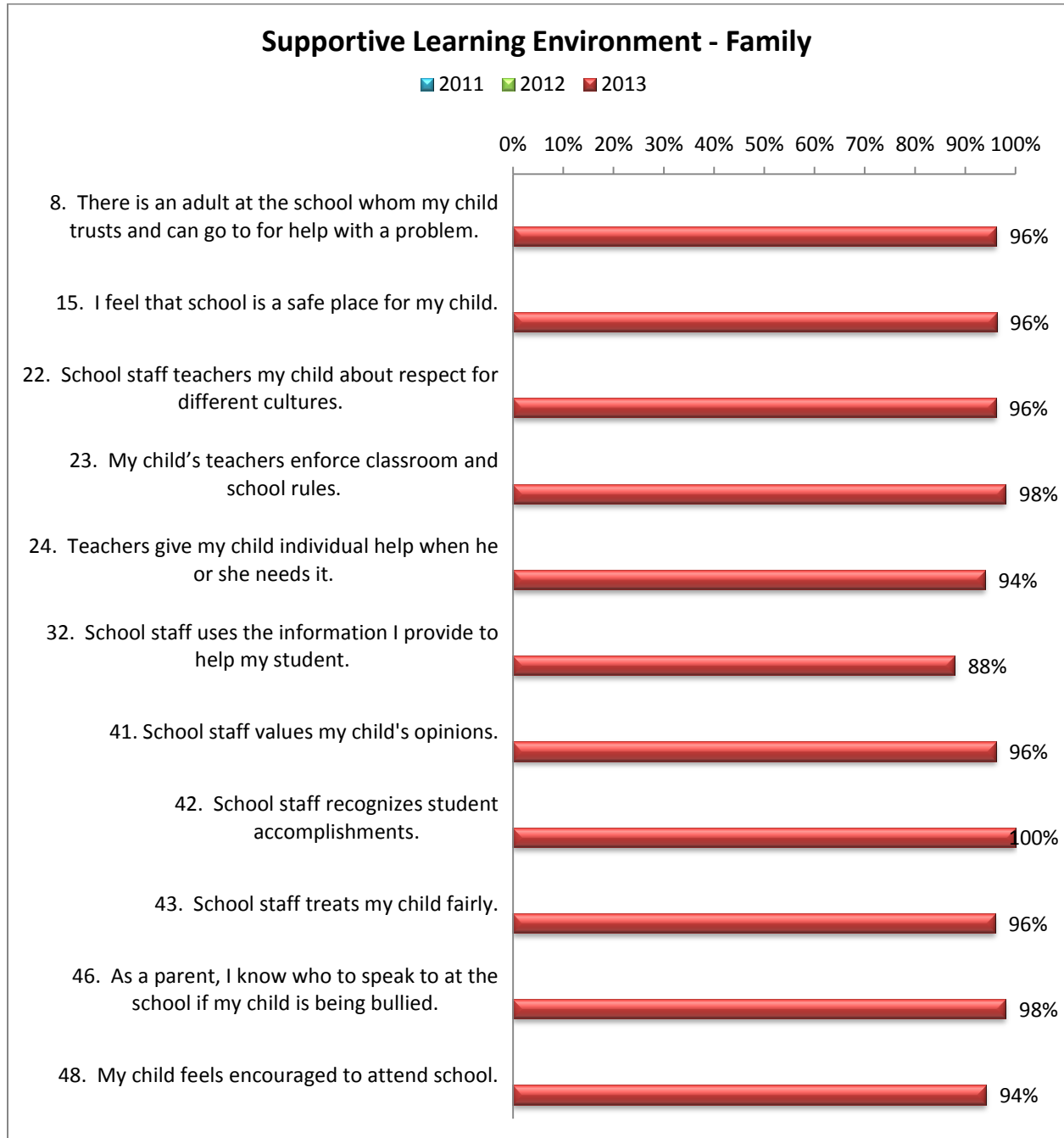
## Curriculum, Instruction, and Assessment



## Frequent Monitoring of Learning and Teaching



## Supportive Learning Environment



## Family and Community Involvement

